

SOCIAL EDUCATION

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CITIZENS FOR A NEW WORLD

Erling M. Hunt, *Editor*

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Editor's Page

INTERNATIONAL EDUCATION

NO NATION can afford to educate for peace and international cooperation if other nations educate for war or aggressive nationalism. Psychological as well as physical disarmament must keep pace in all countries, or it must fail. Recognition of that blunt fact is reflected in current efforts to establish an Educational and Cultural Organization for the United Nations.

Most American educators, and presumably a large number of other Americans, are convinced of the need for teaching the history, geography, and institutions of other countries, and of building understanding and support for agencies of international cooperation.¹ We need, however, some assurance that our efforts are paralleled among other peoples, that we are being realistic rather than naive, and that we are actually advancing the prospects of peace rather than weakening ourselves for another and inevitable war. There was, it will be recalled, much fear in the early months of the Second World War that education had paralyzed the will of our youth to fight. The fear proved groundless, but the war did call attention to the fact that our education for peace and international cooperation was futile while education for war proceeded elsewhere.

MANY private agencies, both national and international, have concerned themselves with education for international understanding and for peace, but the establishment of an official international agency, and the defining of its powers, is extraordinarily difficult. In the United States, control of education is decen-

tralized; the Division of Cultural Relations in the State Department was established only in 1938 and, of course, has no voice in policy-making for American schools. In most other countries control of education is centralized and national governments have far greater control of curricula, but the concept of education is generally far less democratic than in the United States; common schools, with free tuition and compulsory attendance well into adolescent years, are rare.

Intercultural relations, whether of private organizations or the International Organization for Intellectual Cooperation of the League of Nations, have operated on an advanced level, involving distinguished scholars, a few exchange professors and highly selected exchange students, and library resources; their contacts with elementary and secondary schools have been few. Investigations of textbooks and courses in history, and resulting reports, have had little practical effect, for no agency has had power to go beyond fact-finding, publication, and recommendation. Textbooks in many subjects, school exercises, radio programs, motion pictures, and newspapers have remained without effective restraint on their nationalism and promotion of misunderstanding and ill-will.

The task of organizing some international office or agency of education and cultural relations under the United Nations has encountered, as might be expected, many obstacles. No such agency was specifically mentioned in the Dumbarton Oaks proposals. Vigorous efforts,² however, resulted at San Francisco in the inclusion in the United Nations Charter of an Educational and Cultural Organization of the United Nations, directly related to the Economic and Social Council set up by the Charter. A draft constitution, prepared by the Conference of Al-

¹ For a survey of American leadership and effort see I. L. Kandel, *United States Activities in International Cultural Relations* (Washington: American Council on Education, 1945. Pp. 102. 75 cents), and *International Understanding through the Public-School Curriculum* (Part II, Thirty-Sixth Yearbook, National Society for the Study of Education, 1936).

² See the *Hearings Before the Committee on Foreign Affairs, House of Representatives, 79th Congress, First Session, on H. Res. 215, A Resolution to be known as the International Office of Education. May 10, 15, and 17, 1945.* Washington, Government Printing Office, 1945.

lied Ministers of Education in London last spring, is now under consideration at a United Nations conference which met in London on November 1.

PROPOSED RESPONSIBILITIES

THERE has been some fear of an international educational agency. Representative Mundt of Indiana took account of such basis of opposition in a statement before the House Committee on Foreign Affairs on May 10. His resolution urging United States Participation in the organization of an International Office of Education did not, he declared, do four things:

First, it is not proposed to send American teachers out to staff the schools of enemy or friendly schools to tell them what they must teach. . . .

Secondly, it does not propose to internationalize education so that a standardized course of study is provided for all children everywhere.

Thirdly, it does not provide for political indoctrination or interference with the religious, political, or economic practices of any country.

Fourthly, it does not provide for any domination or dictation by such an office of local schools systems anywhere in the world, certainly not in the United States. . . .

The Draft Constitution now under consideration stresses positive forms of cooperation and promotion of desirable educational practices. The Organization, it is proposed, shall

(1) Facilitate consultation among leaders in the educational and cultural life of all peace-loving countries.

(2) Assist the free flow of ideas and information among the peoples of the world through schools, universities and other educational and research institutions, libraries, publications and the press, the radio and the motion picture, international conferences and the exchange of students, teachers and all other representatives of educational and cultural life, with special attention to the exchange of information on major educational and cultural developments, including advances in scientific knowledge.

(3) Foster the growth, within each country and in its relations with other countries, of educational and cultural programmes which give support to international peace and security.

(4) Develop and make available educational and cultural plans and materials for such consideration and use as each country may deem appropriate.

(5) Conduct and encourage research and studies on educational and cultural problems related to the maintenance of peace and the advancement of human welfare.

(6) Assist countries that need and request help in developing their educational and cultural activities.

Clearly the individuals and groups that drafted the proposed constitution find impracticable any provision for curbing educational practices that

menace peace, at least through an educational agency. Conceivably such practices might become a concern of other United Nations agencies. The draft does, however, provide specifically for fostering school and other programs that "give support to peace and security," and for conducting research on "problems related to the maintenance of peace and the advancement of human welfare."

The Draft Constitution offers at least three marked gains. First, it establishes an intergovernmental agency definitely concerned with international cultural and educational relations, practices, and problems. Second, it provides for attention to education that promotes world peace and security. Third, it offers some hope of representation not only through representatives of national governments but of cultural and educational organizations. Those who drafted the proposed constitution now under consideration could not agree on the basis of representation, but suggest, among five alternatives, various ways of bringing the influence of non-governmental organizations to bear in the agency, obviously reflecting some strong conviction that a democratic base is desirable. Each state, moreover, is given one vote, regardless of size, in the Conference of the Organization, and a broadly representative Executive Board is projected.

WHETHER the proposed organization offers adequate protection against educational practices that endanger peace is doubtful, but it seems even more doubtful that any such agency could effectively police the schools of a nation. A quite different type of body will have to assume that function if the necessity arises. But the proposed Organization does make possible investigation, dissemination of information, and the setting of high standards of desirable educational practice. It calls for periodic reports by each member, together with communication of laws, regulations, official reports, and statistics. It facilitates consultation, exchange of views and experience, and free ideas and information among educational and cultural leaders and organizations. It could help in raising educational levels in countries that need higher standards. It offers substantial protection to those countries that wish to promote international education but that cannot afford to advance if other nations move in the opposite direction.

ERLING M. HUNT

What Is Medieval History?

Joseph R. Strayer

MEDIEVAL history has long since disappeared from the curricula of most secondary schools and it is now being squeezed out of the colleges. The reasons for this trend are easy enough to understand. There is so much to learn and so little time in which to learn it; the Middle Ages seem a remote, confused period which contributes little to an understanding of our own age. Why should we waste our time on medieval studies when we have all the problems of recent history to consider?

It must be admitted that medieval history, as it is often taught, justifies this attitude. Courses are too long, too heavily loaded with detail, too antiquarian in their approach. They give no clear picture, either of the essential elements of medieval civilization, or of the importance of that civilization in the development of occidental society. These weaknesses are not inherent in the subject. There is a pattern in the development of medieval society which can be seen with the aid of a relatively small number of examples; there is a medieval achievement which can be understood without memorizing the names of emperors of the Salian dynasty. If we stress these two approaches we can teach a great deal about the Middle Ages in a relatively short time, and we can create enough interest in the subject to encourage students to do further reading. This article is an attempt to discover the basic pattern of medieval history and to point out the essentials of the medieval achievement in order to show the value of medieval studies.

WHAT were the Middle Ages? The conventional answer is that they were the centuries between the fall of the Roman Empire

Medieval history, as the chairman of the department of history in Princeton University here points out, has come to be treated as an incidental phase of world history or the history of civilization. Vigorously and specifically he maintains the need for, and the value of, more than incidental attention to the period in which the foundations of modern civilization were being laid.

and the beginnings of modern European civilization. Scholars have argued, and will argue endlessly, as to the exact dates of these two terminal points, but we do not have to wait for them to reach an agreement. Most historians would admit that the Roman Empire was well on its way to decline by the fifth century and that many of the characteristic elements of modern civilization were apparent by 1500. We do not have to be more precise than this—we can say that the Middle Ages run, roughly, from the fifth to the fifteenth century. There will be exceptions to this rule-of-thumb definition—aspects of Roman civilization survive in some parts of Europe long after 400 A.D. and elements of modern civilization appear in Italy well before 1500—but no student of medieval history can say that these transitional forms are completely outside his field of interest.

The Middle Ages extend from the fifth to the fifteenth century. This is a long period, so long that many writers will argue that it has no real unity, that there are many middle ages instead of one. There is force in this argument. We have only to think what our ancestors were like a thousand, or even five hundred, years ago to wonder whether one of Clovis's German warriors had much in common with a crusader of the twelfth century or an English baron of the Wars of the Roses. Is there any real unity in the Middle Ages, or have we simply developed a convenient catch-basket phrase in which to dump a number of centuries that do not greatly interest us?

To answer this question let us pick a century which everyone will admit was medieval, say the twelfth. How do the ways of living, the basic ideas and ideals of this century differ from those of the Roman Empire and those of the modern world?

IN THE first place, it is clear that we are dealing with a civilization which, in its complete form, covers only Western Europe. It has little influence on Eastern Europe and even less on Western Asia and Northern Africa. Graeco-Roman civilization had been Mediterranean, not European; it attained its fullest development in

Italy, Greece, Asia Minor, Syria, and North Africa. Modern occidental civilization is oceanic, not European; it is as typical of America, Australia, and parts of Asia and Africa as it is of Western Europe. In the Roman period most of Europe was a backward, colonial region, receiving its institutions and ideas from more advanced communities to the south and east. In the modern period Europe has been first the center and then a segment of a world civilization. But in the twelfth century European civilization stood by itself, neither greatly influencing nor greatly influenced by the civilizations of other continents.

In political and constitutional developments twelfth-century Europe occupies the same middle position. The Roman Empire was not a national state, it was a union of all the peoples who shared the common Mediterranean civilization under a single powerful ruler. The modern world, though it recognizes the fact of a common civilization, is divided into sovereign national states. The twelfth century knew neither the single powerful political unit nor the modern state. Nationalism and sovereignty did not exist, and while the concept of a Commonwealth of Christendom did exist, it found effective expression only in the Church, not in any secular political organization. Every man was subject to many overlapping authorities, to the local feudal lord or self-governing town in all ordinary affairs, to the more remote overlord (king, duke, or count) in special cases, to the Church in matters which concerned the welfare of Christendom and the Christian faith. This division of authority made absolutism impossible; neither the unlimited power of the Roman emperor nor the equally unlimited power of the modern sovereign state could exist under such circumstances. On the other hand, the weakness or the absence of large political units increased the cohesiveness of smaller groups. No individual could stand alone; he had to be part of a community, and the community of a village or of a town influenced and controlled the lives of its members to a far greater extent than it does today.

THIS peculiar political organization was adapted to an equally unusual religious organization. In the Roman Empire the state had controlled religion; the pagan cults were mere agencies of the government, and even the Catholic Church had had to conform to laws and administrative regulations issued by the emperor. In the modern period the churches are usually considered voluntary private associations, com-

pletely dissociated from the state, completely dependent on their own moral authority to enforce their rules. In the twelfth century the Church was an independent public authority. It claimed complete freedom of action; no secular ruler could interfere with its officials, its courts, or its laws. But at the same time the twelfth-century Church insisted that lay authority must support its efforts to preserve the unity of the faith and the rules of Christian morality. The Church determined the values and the goals of European society; it held that lay governments were inferior, though independent, agencies whose chief duty was to deal with the sordid details of crime and punishment. The idea of a Commonwealth of Christendom found its expression in the Church, and loyalty to the Church was stronger than loyalty to any lay organization.

IT IS a little more difficult to appreciate the significance of the twelfth century in economic history. At first glance it would seem that there had been little change since the Late Roman Empire. Both in the fourth and in the twelfth centuries the great majority of the population of Europe was engaged in agriculture, and most of these agricultural laborers were unfree. The great difference between the two periods is that the fourth century was a period of declining economic activity while the twelfth century was a period of economic expansion. The Romans of the Late Empire would have been satisfied if they could have kept production and commerce at their old level; the men of the twelfth century were making a great effort to increase production and commerce. They were clearing forests, draining swamps, building new towns, establishing new trading stations in the East, concentrating certain industries in the towns, and even experimenting with new sources of power, such as the windmill.

This rapid expansion makes the twelfth century, in some of its aspects, resemble our own boom periods. For example, emigration agents in the Rhineland told German peasants the familiar story of fertile land on the eastern frontier which could be had for a song. But the controlling ideas of the twelfth century were so different from ours that the resemblances between the two economic systems are less striking than the differences. Strong community feeling and influence of the Church made group enterprise more important than individual effort. Settlers on the frontier grouped themselves in villages for mutual protection and assistance; they did

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not set up individual homesteads. The small business men of the town formed strong associations, not only to guard their political rights but also to suppress economic competition. Even the most individualistic enterprisers of the period, the great merchants who traded across the length and breadth of Europe, found that they had to be backed up by associations of their fellow merchants to enjoy any security.

At the same time the Church was very suspicious of profit-seeking individuals. It feared, quite rightly, that such men would become too interested in this world to remember the next. So the Church urged that business be carried on for the good of the community rather than the individual, and encouraged organizations and regulations which subordinated individual profit to the general welfare. This is not to say that the profit motive was completely suppressed in the twelfth century, but no one at that time thought that it was or should be the main-spring of human activity. As a result, neither individual capitalists nor the middle class as a whole had the same importance in the twelfth century that they have had in the modern world.

IN ART and literature, philosophy and science, formal and informal education, the twelfth century diverged sharply from the Roman tradition. It saw the beginnings of a new type of architecture in the early Gothic churches and a new type of literature in the poems of the troubadours and jongleurs. It witnessed the revival of science, long neglected by the Romans, and the first works of scholastic philosophy. The gradual development of the Universities of Bologna and Paris laid the foundations for a new system of education, characterized by formal lecture courses, examinations, and degrees. At the same time the ideal of the cultured gentleman slowly began to take shape in the active social life of the courts of southern France.

We have inherited all these traditions, but it is hardly necessary to point out that they have been greatly modified by the passage of time. The Renaissance, in reviving the classical tradition, caused a sharp break in the development of medieval forms of expression, and when these forms were revived in their turn in the nineteenth century they had to be fitted into a new intellectual and material environment. Sir Walter Scott could not write medieval ballads, however much he soaked himself in Middle English poetry, and a Gothic church built around a steel skeleton is not the same kind of church as Notre Dame de Chartres. Even where there

was no sharp break with the past, as in the field of science, gradual change led to almost complete transformation of values and objectives. We can see how modern physics developed from the Aristotelian works brought back to the West in the twelfth century, but we cannot think the thoughts of a twelfth-century scholar. The intellectual and artistic tradition of the twelfth century has its roots in the past and bears much of its fruit in the future, but it is clearly an independent tradition; it is neither decadent classicism nor primitive modernism.

IF WE try to summarize the results attained by this brief discussion we might say that the civilization of the twelfth century had characteristics which clearly separated it from the civilizations of Rome and of the modern world. It was a Western European civilization rather than a Mediterranean or an oceanic civilization. Political power was divided among a hierarchy of interdependent governments rather than concentrated in a world empire or a group of sovereign national states. The Church was independent of secular authority, but it was more than a private association with limited functions; it set the standards and defined the goals for all human activities. In economics there was neither state regulation nor *laissez faire*; instead local groups controlled farmers, artisans, and merchants in the interest of the whole community. In Gothic art, chivalric poetry, scholastic philosophy, and the university system of education the twelfth century created forms which were neither classical nor modern. These characteristics of twelfth-century civilization were not only distinct, they were also interdependent; they fused into an organic whole. The economic institutions could not have existed without the political and religious institutions; the art and literature were profoundly affected by the religious and political beliefs of the age. The civilization of the twelfth century was remarkably self-sufficient and self-consistent; it had a flavor, a texture, almost a personality of its own.

Obviously these elements of twelfth-century civilization are not duplicated exactly in any other period of the Middle Ages. But they illustrate the basic assumptions, the social habits, the aspirations of the other medieval centuries. Conscious choice and the force of external circumstances were leading Europeans toward the pattern of twelfth-century civilization long before that pattern could be fully worked out. Conscious choice and force of habit made Europeans cling to the basic pattern of twelfth-century civilization

for generations, even though new activities and ideas forced modifications of some of its details. There are important differences between the early and late Middle Ages, but these differences represent different stages in the development of a single civilization. From the fifth to the eighth century the wreckage of an older civilization was slowly cleared away. Europe gradually separated itself from the Mediterranean world and worked out its own independent culture, based on Christianity, survivals of Roman institutions and ideas, and Germanic customs. The ninth, tenth, and eleventh centuries were a period of adjustment and experimentation, in which Europeans slowly and painfully discovered the most effective institutional and ideological expressions of their basic beliefs and aspirations. The twelfth and thirteenth centuries were a period of fruition, of full development of all the potentialities of medieval civilization. In the fourteenth and fifteenth centuries medieval civilization slowly decayed under the impact of the new forces which it had created by its own success. From this point of view there is real unity in the story of the Middle Ages; it is the story of the rise, development, and fall of a great civilization.

IT IS because the history of the Middle Ages is the history of a civilization that the subject is worth studying. The record of the rise and fall of any civilization deserves careful examination, for the basic problems of all civilizations are similar. When we fully understand how peoples of the past slowly became capable of organizing and integrating their efforts, how they accomplished their great and characteristic

work, how they eventually lost their ability to do constructive work and slipped into stagnant or retrogressive patterns of behavior, then we shall better understand the state of our own civilization.

The medieval experience is especially important first, because we have more information about it than any comparable cycle, and second, because it has contributed directly to our own way of life. Too many people still think that the Middle Ages are merely a stagnant pit which lies between the heights of classical and Renaissance civilization, and that all our legacy from the past was carried over the bridges which Renaissance thinkers threw across the medieval pit to the firm ground of Graeco-Roman learning. This is true even of people who deposit money in a bank, who elect representatives to a national assembly, who rely on the precedents of the English common law, who receive degrees from universities and believe that science is an important part of education, who worship in Gothic churches and who read books written in modern European languages. They would find their lives rather limited and unsatisfactory if they could do none of these things and yet the basic idea of every one of these activities was worked out in the Middle Ages and not in ancient Greece or Rome.

Our civilization has roots in the Middle Ages as well as in the classical period, and the medieval roots often contribute more nourishment than the classical ones. The story of medieval civilization is worth knowing and its neglect will impoverish our understanding of the modern world and our own age.

When the Veteran Returns to High School

Margaret Willis

EVERYONE wants the veteran to have full consideration for his special needs and interests and problems when he returns. But good intentions do not automatically result in good practices, and one has only to read the newspapers and magazines or listen to the radio to sense the public and professional confusion as to what should be done at the secondary level and how it should be attempted.

Meanwhile high school teachers who are faced with an occasional veteran appearing in a regular class are much disturbed by the fact that he is a misfit and they do not know what to do about it. Usually before they have even figured out a plan of action, the veteran has disappeared.

In the University School of Ohio State we were concerned about the problem, and wanted to get enough experience with veterans to give some practical basis for suggesting what high schools needed to do. Backed by a budget from the American Education Press, the University School announced a 1945 summer session for veterans who had not completed high school. We were not sure whether we could get anyone to come, and if they came, whether they would stay. We were not sure what kind of people they would be, or what they would need. We had a faculty of three teachers, one qualified in science and mathematics, one in English and testing, and one in social science and guidance. Their job was to teach the veterans who came in order to learn from them, and to get what they learned thought out and organized and in print by fall.

When the summer session began eight men were enrolled. One of the original eight, who

came for only two days, withdrew, but by the middle of the summer the number had grown to fourteen with no further dropouts. Probably as many more had inquired about the course but had decided, for one reason or another, not to enroll. Obviously the numbers were not large enough to be statistically significant, and many kinds of selective factors were at work which may have kept the group from being strictly representative.

However the fact that the ones who came stayed is significant, and not too difficult to explain. The faculty and veterans agree that few of them would have stuck as a small minority in a class of high school children. But they were in a group of their own with teachers who were interested in them as individuals, had time to help them, and could sense the let-down and discouragement and give a boost at the right time. Some needed very practical help on personal problems before they could be calm enough to settle down to study.

TEACHING social science to veterans is an interesting experience. The men ranged in age from nineteen to twenty-six and in previous high school preparation from the beginning of the ninth grade to high school seniors. Seven of them needed credits in American history and four in Problems of Democracy, so those two classes were organized. Instead of trying to describe the work of either class this article will attempt to show what characteristics, which may be presumed to be common to most veterans, require the modification and permit the enrichment of the usual high school course.

Their interest in current social problems is high, and discussions are easy to start and difficult to control and direct. Thinking is often original and creative, often confused and inconsistent, and seldom soundly based upon examination of all relevant data. This is all quite understandable if one considers how fast their personal experiences and contacts have grown and how dependent they have been during that

A teacher in the University High School of The Ohio State University reports efforts to meet the needs of veterans who have wished to continue their secondary school education. She provides an early report on a problem which most schools will be facing during the next few months and years.

period on personal observation and hearsay evidence for data with which to think. Endless bull sessions have left obvious legacies in the various attitudes in discussions on this one who tries to establish his points by the vigor of his assertions, on that one who hesitates a long time to state a well-thought-out proposition which he thinks is unpopular.

The interest in social issues is accompanied by a great concern over values. This, too, is often confused, and some of the deepest thinking is only half articulate. The values about which they wonder run the whole gamut from the immediately personal to questions of philosophy and religion. For example, many of them are acutely conscious that, while they are now men, they have had only a child's experience in handling money and taking responsibility for their own food, shelter, and clothing. On the social level, they are concerned about democratic values, about tolerance, about good government, about moral standards.

Along with this concern, however, is some impatience with the slowness of the processes of change. Some would like to usher in Utopia by violent means if it could be brought faster that way. There is a mixed sense of exasperation and futility, and very little knowledge of how intelligent and sincere democratic citizens work for the changes they desire. How far this need can be met by developing contacts with community organizations is not clear to the writer. But it is abundantly clear that veterans need outlets for social thinking and action, and will find them somehow.

The veterans are able to see relevance in much more of our history than high school students can, but they are much more impatient with irrelevant information than high school students are. The richness and variety of their contacts and experiences offer enormous possibilities for an alert teacher.

A TEACHER who wishes to get on well with returned veterans must be ready to accept them as individuals and handle them as individuals whose interests, abilities, opinions, likes, and dislikes are worthy of respect. The average

enlisted man has had all the orders he intends to take for a long time. As soon as he suspects he is being pushed around he will exercise his democratic right to leave. It takes a great deal of self-control for him to return to high school in the first place, and he does not find it easy to come back as a man to do a boy's work. If he is going to stick by it, it must be a man's work which he can respect and which he can feel some satisfaction in doing.

A teacher who wants to help veterans readjust to school must be sensitive to and sympathetic with their difficulties, academic and otherwise. Some will have health problems, others personal problems which make attendance irregular or work erratic. A teacher who has their confidence can tell when patience is called for while a man works out his own solutions, and when a helping hand is needed.

In some ways veterans are not much different from the other adults in the community who should go back to school, full time or part time. An adequate solution of the problem of veterans' education is likely to be a step toward the solution of many problems of adult education.

One thing seems abundantly clear to the writer on the basis of the summer's experience with veterans. Their needs, interests, and abilities are so different from those of high school students that only in rare cases should they be put in regular high school classes. There will be enough men coming back to any large city system to permit establishing of special classes in many subjects. Perhaps smaller schools should send them to area centers where veterans' classes can be set up.

In these special classes time served should never be the standard for credit earned, but rather the pace should be set by the men. Ordinarily they can handle material two or three times as fast as high school students, and their own best pace should be respected. With the years of military service gone from their lives, the most rapid completion of school work is desirable, providing it is thorough. They deserve every assistance which can economize their time, and every encouragement which schools can offer to make them willing to return.

American Industrial Society: A Core Program

Elmina R. Lucke

WITH little fanfare and much satisfaction, the nines completed their big community project at the Manhattanville Center last Friday. This is the first time that a job like this has been an actual part of a core course, and it seems like an innovation that's here to stay." So read the first paragraph of a news write-up in an April number of the weekly newspaper of the Horace Mann-Lincoln School. It went on:

The ninth grade core this year centers on the study of peoples with teachers of science, social studies, English, and the arts cooperating in the teaching. Through studies of heredity, racial problems, and American history, the nines have gained a thorough background of understanding for their work at Manhattanville.

The Manhattanville Center is a place where children of working mothers can spend the day playing and learning, instead of roaming the streets. It is located in an old orphanage. Most of the buildings have been condemned by the city. The one good one that remains is used by the Center, and the big yard is, of course, a wonderful outdoor playground. This is where the nines found their biggest job, because the yard was a rubble heap that no one would want to play in or near.

Their first job was the organizing of committees. The group had to be divided into different sections for that clean-up, for the gardening that followed, for carpentry and painting in the house.

Then Friday (two weeks ago) the whole class, eighty-nine strong, started out bright and early for the Center. The nines' idea of work clothes was fascinating to see. . . . Most of the dirty clean-up work was finished by the first noon and some planting had been done. On the following Friday the painting and cementing were finished. Everyone had a fine time except the Center's teachers. All the little kids wanted to work too!

In connection with this core course each ninth grader is writing a book—or almost a book—telling exactly what he has done in connection with this study of people. . . . All of the reports are going to be combined in one book

A core program with a range of cooperative and creative activities, with use of community resources, and with attention to intergroup relations is described by a social studies teacher in the Horace Mann-Lincoln High School of Teachers College, Columbia University.

that will be published, showing how much a course like this one can teach you.

A STUDY of the United States since the 1840's," the teachers called that course in the autumn of 1944. Human needs and how they are satisfied in our democracy was to be a basic consideration and was the point at which they started. About two weeks were taken for exploratory discussion in the three groups into which the students had been divided with a careful spread in each of intellectual ability and economic and school and other social backgrounds.

"What do you have to have to live by?" That was the question which opened the year's study. Every kind of need from material to spiritual was expressed and discussed. They brought in any illustrations they thought appropriate. Some read newspapers and magazines to find proofs for their assumptions. Some began reading on economic and industrial developments asking for more on it. That proved it was time to begin to study the evolution of the machine and our machine civilization.

They went back to the simplest machines, to the changes in American life of the 1840's and 1850's. The science teacher worked on water power and steam power and electricity in its early applications, on levers and gears, on our modern machines' ancestors, on certain basic scientific discoveries. The role they played in the birth of a new way of life was constantly stressed. The social studies teacher provided historical background and supplemented socio-economic aspects. She and the English and arts teachers worked on whatever seemed important in content, techniques, and appreciations to meet the group and individual needs. They learned better use of the library, techniques of workmanship in English and the arts. Not until Thanksgiving did the relatedness become sufficiently apparent that the machinery for cooperative teaching and learning could begin to function. But all the children had studied the Industrial Revolution and the literature

of the period and the significant contributions of science and invention to the lives of people. By the way of study of the changes in economic conditions they were plunged into the Civil War Period.

The 1860's to the 1880's provided more than enough fascinating material for ninth graders. If all their own suggestions could have been accepted they would have spent the rest of the year on it instead of two months. The conflict of North and South in terms of attitudes on state rights and slavery or in terms of economic change and rivalry became equally vivid with

Lanes of traffic, bridges, ferries, trains, movement dominated by the machine were all observed.

Mayor's Exhibit of Postwar Planning. For its tremendous floor map; for graphic charts, blue prints, statistics on Public Health, Housing, Education, and on fighting men transformed back into workers.

Along the Hudson. To study the functioning of simple machines which fit into the complex mechanisms of a busy waterfront area. Finally across the ferry to Palisades Park for a picnic lunch in view of the breath-taking Washington

DAILY PROGRAM FOR GRADE IX—SECTIONS A, B, C

Periods		Mon.	Tues.	Wed.	Thurs.	Fri.
1	CORE	A. Soc. Studies B. English C. Science	A. S.S. B. Eng. C. Sc.	C. S.S. A. Eng. B. Sc.	B. S.S. C. Eng. A. Sc.	Whole class mtgs. Trips
2		B. S.S. C. Eng. A. Sc.	B. S.S. C. Eng. A. Sc.	A. S.S. B. Eng. C. Sc.	C. S.S. A. Eng. B. Sc.	Auditorium
3		C. S.S. A. Eng. B. Sc.	Music Cooking	Study or Electives incl. sp. sc. (2 periods)	CORE ARTS	Student gov.
4			CORE ARTS Theater Arts Studio Arts Industrial Arts	Study or Electives		
5	Jr. High	LUNCH	LUNCH	LUNCH	LUNCH Teacher Planning Session	LUNCH
6	Separate Studies	Mathematics	✓	✓	✓	✓
7	Separate Studies	Languages	✓	✓	✓	✓
8	Separate Studies	Physical Education	✓	✓	✓	✓

the mathematics teacher coming in to help with charts and graphs. Those charts and the teachers proved equal even to clarifying cycles of prosperity and depression in our rich country. And the liberated Negro loomed large in their thinking as they tried to see in all these developments what happened to the man who did the hard work.

TRIPS AND DRAMATIZATION

THE trips that the class took with their teachers on the Fridays of the early part of the year included:

Radio City. For an overall view of city structure and an answer to "what makes a city tick?"

Bridge and New York City skyline. After lunch, sketching, photographing, discussing, questioning.

Industries. To study machines in use in a foundry, a machine shop manufacturing valves, and electrical assembly plants (all war industries); also a brewery and bakery. To observe in textile and garment-making industries use of machinery varying from the 1850 pulley- and-shaft period to most modern electrical equipment.

Labor Unions. To study the organization of workers in the International Ladies Garment Workers Union and the Maritime Union.

In all these visits discussion was carried on both with workers and managers on working

conditions, hours, wages, unions, discrimination, health and safety regulations, labor-management committees, overtime pay, and health and hospitalization plans.

IT WAS in their arts courses that the class evolved the idea of giving a play on the Negro's struggle for freedom. They were all participating in some studio arts course, and the theatre arts were popular. Why shouldn't they dramatize *John Brown's Body* by Stephen Vincent Benet? Some of the children knew it; several wanted to know it or know it better; most of them soon wanted to read it. It was no juvenile literature, the teachers realized full well, but with this contagious enthusiasm they would stretch toward it. And its meanings would come clear for the slowest reader in a dramatization. They went off resolved to read it in their Christmas vacation. They came back with a sufficient number ready and eager to dramatize and produce it for our Fathers' Day Assembly. The others soon caught up. All eighty-nine contributed eventually. As they themselves wrote in their program, "Every student in the class has had a share in producing this, our class play, *Freedom Song*."

After Christmas until February twelfth (a day long dedicated in the Lincoln School to fathers' visits as well as to memories of Abraham Lincoln) the core teachers gave priority in time to the production of the play. They planned, with the theater arts teacher in constant leadership, new groups to suit its needs. Work periods under each teacher remained; they were the one constant. They were always available whenever a student was not needed in the production, and they were devoted to techniques in English, to completing a study of electricity in science, and to making a time line of United States History, from 1860 to the present, in social studies. Since, besides the usual hard work of producing a good play, the children wrote their own music as well as the dramatization, and designed and constructed their own scenery, it was a busy time for even a large and able group. But the regular work periods were needed as stabilizers. They made essential provision for the slack moments and for those students who had the less responsible parts to play in the production.

The stunning program had its symbolic cover for *Freedom Song*—"an original dramatization with music, based on Stephen Vincent Benet's *John Brown's Body*." Its listing of scenes indicates the meaning the poem had come to have for the class:

- Scene 1. The Cabin of a Slave Ship
"Spreading the Lord's Seed"
- Scene 2. A Courtroom: John Brown is on Trial
"So perish all enemies of the Union"
- Scene 3. Wingate Hall, a Southern Mansion
"The old South dances, unaware of a Martyr's death in the courthouse square"
- Scene 4. The Ellyatt Home in Garrison's New England
"Is this how God has answered?"
- Scene 5. A Negro Cabin on the Wingate Plantation
"I want to be free
Like an eagle in the air"
- Scene 6. A Hilltop at Bull Run
"When your time comes"
- Scene 7. Melora's Cabin in the Wilderness
"Are you listening, John Brown?"
- Scene 8. A Southern Prison
"Glory, Glory, Hallelujah!"
- Scene 9. Battlefield at Gettysburg
"Shall not perish from the earth"
- Epilogue, John Brown Speaks
"My song is done."

Nine boys and girls wrote the music which they added to appropriate folk songs—*O Lordy Jesus, Thirteen Sisters, Like an Eagle in the Air, The Hiders' Song, Freedom Road, and Freedom Song*. The sets were extraordinary achievements for young craftsmen and artists.

It was a moving performance. Parents and other adult guests went out from it with new realization of the power that lies in the thoughtful, unprejudiced idealism of young Americans. The last speech, "You take them, America," was a most powerful plea for more work on race relations. And it became the lead into the March and April study of the ninth graders. Students and teachers planned together as they had at each decisive "next step" of the year's course.

"STUDY OF PEOPLES"

THEY agreed on the "Study of Peoples" described, as we have quoted, in the school paper when it reached one of its high points in realism. First of all, and most important all the time, it was decided, should be the study of Harlem, that part of New York which is nearest neighbor to Columbia University and their own school. What had America done when it had taken liberated slaves into modern city life? This was what the students wanted to know. The time lines, together with some special reports and readings, could clear the big developments in American life needed for background. (Much of the detail really should be left, they decided, to the eleventh and twelfth grades in their world

studies and more advanced study of American civilization.)

Committees were organized according to interest in such essential areas and problems of community living as Labor, Housing, Delinquency, Prejudice, Public Health, Education, Religion, Publicity. The science teacher turned to problems of evolution of mankind, biological traits, heredity and environmental influences, race. . . . Trips to the Museum of Natural History in small interest groups, speakers on race, fascinating graphic materials made their study an eager seeking of evidence and a testing of opinions and prejudices.

PARENTS and friends made possible individual and small group visits and interviews in hospitals, clinics, newspaper offices, housing developments, courts and government offices, social work centers, schools (from the schools there were return visits), and churches. One important educational development at this point was the students' own arranging for these experiences. It was also important that they met foreign-born as well as Negro groups and leaders.

Their reports showed increasing realization of scope and inter-relatedness of problems in modern American society—often even to their world implications. Their creative writing and other art expressions showed new and deeper appreciation of all human beings whatever their color or language or education or economic condition. The English teacher worked steadily on widening of literary horizons, techniques of writing, methods of study. The other teachers, often reinforced by the language and mathematics departments, worked on interpretation, correlation, deepening of realistic experience. Actually it wasn't until after the tremendous experience of rehabilitating grounds and building at Manhattanville for its wartime nursery school project that all their studies and activities began to come into focus for all the children. They began then to see more clearly why their teachers had been sure that all these things

belong together. They began to try to fit their realization into "the books" the school paper was crediting them with writing.

Besides their individual work on their books, the month of May was to provide time for a group study of "What is the American Way?" It should come clear, teachers and students were convinced, as they watched the San Francisco Conference and watched their American delegates there—as they think about all they've studied last year—as they look back at what they learned from their fellow citizens in Harlem and Manhattanville.

EVEN this long description is too short for a year with 89 ninth graders. The reader must see for himself the careful planning of the teachers with each other and the children, the place given for those learnings which belong logically in separate courses, the opportunity in the core studies for individual talents and interests with the expansion of group interests and capacities and learnings. Clearly enough the high goals for the course show through. "Human needs and how they are satisfied in our modern Industrial Democracy" is the real title of this course.

Parents report new attitudes, new purposes and appreciations, fuller realization of individual place in American life and problems, more conscious direction of their special abilities, zest for living despite their clear-eyed acceptance of a lot to do if it's to be a better living for everybody. If that is what a core program means they like it. A good year, they call it, for teen aged young Americans in the midst of world catastrophe.

Other parents throughout the country are watching for such social awakening in their high school sons and daughters. There is only one Harlem, but there is some community, functioning well or ill, for every American school to study. Such exploration into realities as this one can open the way to youth's rightful, vital place in our modern American way of life.

Introducing a Unit on Labor

Jennie L. Pingrey

TEACHING Labor in the twelfth grade problems course has proved to be an interesting experience even though I was conscious of being inadequately prepared. The topic is indicated as a part of the course in the New York State Syllabus, and my own pupils early in the school year had named labor as one of the topics they believed they ought to know more about, so there were double reasons for its inclusion in the course.

My own knowledge of the subject, however, was based upon a very little instruction in economics two decades ago and upon subsequent scattered general reading. Such a situation leads most American school teachers to hunt for a textbook. I am allergic to Problems of Democracy textbooks, for too often they make topics uninteresting by excluding lively but timely material that soon makes them out of date. I therefore searched for a little textbook on labor. The one published by New York State¹ had many and interesting illustrations and seemed very fair—so fair, in fact, that it had no spirit and was not, it seemed to me, teachable. The only other small, simple labor text I found was *Labor in America* by Harold U. Faulkner and Mark Starr.² I hesitated to select it because it is obviously somewhat biased in favor of labor and my Board of Education is not. I talked the situation over with my pupils and they, somewhat reluctantly, allowed me to select the latter on the condition that I give them numerous items showing the anti-labor point of view. (That was a case of chickens coming home to roost, after all the times I had insisted on their presenting

both sides of a question!) Frankly, I had not been afraid of indoctrinating them, because they are predominantly capitalist minded, although not wealthy; I was thinking of my own pedagogic skin.

I plunged into what was practically textbook teaching, with the promised supplemental items, usually from *The New York Times* articles and editorials or from items mailed to me by the National Association of Manufacturers and by the American Iron and Steel Institute. I discovered that the Faulkner and Starr book was a little difficult for the pupil to follow because it moved back and forth from general conditions in the United States to labor conditions. To overcome this difficulty, we kept time graphs in notebooks, one page for each graph, placed so that they could be studied simultaneously. The latter part of the text was much better to teach because it was clearer, because it came partly within the pupil's recollection, and because the items it chronicled were obviously of great importance.

THE culmination of our few weeks of labor study was a panel discussion of the topic: Should labor unions be further regulated and, if so, how? This took place over a local radio station with two representatives participating from our own and each of three other schools. I was worried about the success of this panel because both of my representatives wanted much more stringent regulation, feeling that there had been a time when labor unions had needed government protection and that what it had gained should be retained, but that the tables were turned now. A similar position was held by pupils from two of the other schools, but the third, fortunately, sent two very earnestly pro-labor girls. The panel was desirably lively; several times, speakers had to be asked to cite their authority. Going down in the elevator, after the broadcast, where the best discussions always take place, one of the girls said, "I like to speak about labor; it is a subject very close to my heart. I am one." She looked to be about fifteen, but her earnestness was an eye opener to my

¹ New York State Joint Legislative Committee on Industrial and Labor Conditions, *The American Story of Industrial and Labor Relations* (Albany: Williams Press, 1943).

² New York: Harper, 1944.

Teaching a new and somewhat unfamiliar topic is a challenge that some of us dislike to accept. This report of an attempt to break new ground comes from a teacher of social studies in the high school at Hastings-on-Hudson, New York.

pupils, though they remained unconvinced.

On the Saturday after we finished the unit, several of my pupils and I went to New York to visit the offices of Mark Starr's International Ladies' Garment Workers' Union, and of the National Association of Manufacturers. I had written to the former because of his excellent talk at the annual conference of the National Council for the Social Studies in November in 1942, and to the latter because they had arranged a joint dinner with representatives of the teaching profession in Westchester County in the spring of 1944. I had an immediate and hospitable response from each. When the day came, I was somewhat annoyed and embarrassed by having only ten of my pupils appear. It was a rainy, windy day, but several others had promised to come, as I reminded them with pedagogical venom the next Monday, and I would have hesitated to ask the time of busy and important men for so small a group. However, the ones who went were keenly interested and there was never the slightest indication that our hosts considered their time wasted.

At the labor union we were met by Mark Starr who said that he had a movie to show us, but he believed he would just talk the problem over, since there was only an hour and a half. He explained a little about the working of the union, and then invited questions, which he got plentifully, generally hostile in content but courteously phrased. He took the questions seriously and gently, until the time came for our departure. Even then he hastened to get a financial balance sheet, because one of the boys asked him why labor unions didn't publish their accounts, and thrust it into the elevator as we left. He told us that Eric Johnson and Henry Kaiser have spoken to his union.

This ultra-courteous treatment was continued at the N.A.M. where two men awaited us in the lobby and escorted us up in the elevator to a

room in which they showed a cinema depicting in simple story form the relations of labor, capital, and management. Here again, the pupils were given an opportunity to ask questions. They were told that Mark Starr had spoken to the N.A.M. They were shown the research library. They were photographed in a group around the movie projector. They were an unusually attractive group and the photographer secured one of the brightest, most charming group pictures I have ever seen. A copy of this was sent to each pupil and one to me, with permission to reprint. It will appear in the school newspaper, the school annual, and the superintendent's annual report. This trip and the attendant publicity, did a little to broaden the view of the participants and a great deal to make the study of labor acceptable to the rest of the school and to the community.

THE next class is starting to study the unit as though it were one of the old fundamentals like the U. S. Constitution. They wrote on a test given after the first week and a half of study: "We need to study labor because some of us will get jobs where we will be asked to join unions and we'll have to know what different unions have done." (This is true of more members of the second class than of the first.) "We may be employers and we will need to know more about our employees." "We are all consumers and labor affects prices." "Labor is an important political force today." What more could a teacher ask? I certainly was not thoroughly grounded nor adequately prepared to teach the problem of labor, but I have enjoyed this experience immensely and, largely because of the divergent views of two girls from another school on the radio panel and the intelligent cooperation of Mark Starr and the N.A.M., it has been successful.

Study of Latin America in High School History Courses

Leona Weier

LATIN AMERICA is becoming increasingly important to us. Because of this, it behooves the social science teacher to give the student an opportunity to begin a study of these countries. It is earnestly hoped, moreover, that the pupil will continue his interest beyond the duration of the group project. At best one can spend only a limited time on these regions, whether they are studied in a United States or world history class. The chief aim of this unit is to lead the student toward appreciation and understanding of his southern neighbors.

FILMS AND EXHIBITS

AS A means of motivating this unit one could present two of the following 16 mm. sound films:

South of the Border with Disney. Color. 30 minutes.
Schools South. 15 minutes.
Americans All. 25 minutes.
Good Neighbor Family. 15 minutes.
Brazil Gets the News. 15 minutes.
Montevideo Family (Uruguay). 10 minutes.

All of these give an accurate and truthful picture of our neighbors to the South. They may be obtained from the Coordinator of Inter-American Affairs Motion Picture Division, 444 Madison Avenue, New York 22. If, however, the school is nearer Chicago, quicker service may be obtained from McHenry Educational Films, Suite 1000, Lyon and Healy Building, 4 East Jackson Boulevard, Chicago 4.

To supplement the material that high schools might have for this unit, instructors can send to Mrs. Louise Menefee, U.S. Office of Education, for Loan Packets IX-ES-3 and IX-ES-4. These contain materials on Latin American culture, people, and history. One may keep any two of the fifteen loan packets for a period of two weeks.

These suggestions for a unit on Latin America, suitable for inclusion either in courses in American history or world history, come from a teacher in the high school at Beaver Dam, Wisconsin.

The U.S. Office of Education also has 150 exhibits which it sends to schools throughout the country. The schools are to pay the return charges. These exhibits contain many valuable and interesting articles on a given subject, such as illustrations or actual samples of Latin American art, literature, and industry. Some of these exhibits may be kept for a two week period, and it is advisable to order these far in advance of the time when they will be needed.

PAMPHLETS, MAGAZINES, BOOKS

AT PRESENT there is much material on Latin America on the market, some of which is detrimental toward furthering our Good Neighbor policy. Most of us have never visited one country of this region, let alone all of them; therefore we must have reliable sources from which to choose. The publications issued by the Office of the Coordinator of Inter-American Affairs, by the Pan American Union, and by the Foreign Policy Association are authentic and may be obtained at a slight cost. Among the magazines which are reliable for this study are the *Bulletin of Pan American Affairs*, *Inter-American*, and the *National Geographic*. These, especially the *Inter-American*, will bring the unit up to date.

Some dependable books on the high school level are:

Aikman, Duncan. *The All American Front*. New York: Doubleday Doran, 1942.
Castafieda, C. S. and Inman, Samuel G. *History of Latin America for Schools*. New York: Macmillan, 1944.
Coordinator of Inter-American Affairs. *Our American Neighbors*. Washington: Public Affairs Press, 1945.
Duggan, Stephen. *Latin America: World Affairs Book No. 15*. New York: World Peace Foundation, 1939.
Goetz, Delia. *Neighbors to the South*. New York: Harcourt Brace, 1941.
Green, Philip L. *Our Latin American Neighbors*. New York: Hastings, 1941.
Green, Philip L. *Pan American Progress*. New York: Hastings, 1942.
Lansing, Marion. *Against All Odds: Pioneers of South America*. New York: Doubleday Doran, 1942.
Peck, Anne Merriman. *Pageant of South American History*. New York: Longmans Green, 1941.

- Rippy, Fred J. and Perrigo, Lynn I. *Latin America, Its History and Culture*. New York: F. S. Crofts, 1944.
- Spicer, Dorothy Gladys. *Latin America in Costumes*. New York: Hiperion Press, 1941.
- Tannenbaum, Frank. *Whither Latin America, An Introduction to its Economic and Social Problems*. New York: Crowell, 1943.
- Tomlinson, Edward. *The Other Americas, Our Neighbors to the South*. New York: Scribners, 1943.
- West, Wallace. *Our Good Neighbors in Latin America*. New York: Noble & Noble, 1942.
- Witherspoon, Anna. *Lets See South America*. Dallas: Southern Publishing Co., 1939.

There is valuable material for teachers in Charles C. Griffin, *Latin America: An Interpretation of Main Trends in Its History* (Cornell University Curriculum Series in World History, No. 3. Ithaca: Cornell University Press, 1944). The booklets in the Good Neighbor Series, published by Row, Peterson and Company, are readable and useful.

A SUGGESTIVE OUTLINE

THE following outline is based on questions which the students wanted to study. A few reliable references are given so as to enable the busy teacher to organize her own unit more quickly:

LATIN AMERICA

I. History

A. Early movements

1. Causes
2. Struggle for independence
 - a. Countries involved
 - b. Leaders
 - c. Centers of revolution
 - d. Results.

References

- Castañeda and Inman, *op. cit.*, pp. 122-137.
- Goetz, *op. cit.*, pp. 352-393.
- Rippy and Perrigo, *op. cit.*, pp. 209-240.

B. Relations with the United States before 1914

1. Monroe Doctrine, 1823
 - a. Contents
 - b. How did it work in Latin America?
 - c. Latin America's attitude toward the United States as a result of our activities
2. Mexican War: causes and results
3. Spanish American War
 - a. Causes and results
 - b. Present-day Cuba
4. Panama Canal
 - a. Revolution of Panama
 - b. Canal Zone and its value to commerce and for defense
 - c. Plans for other canals.

References

- Castañeda and Inman, *op. cit.*, pp. 139-141; 184-186; 293-320.
- Rippy and Perrigo, *op. cit.*, pp. 237-238; 268, 287-297; 300; 363.
- Bidwell, P. W. *Economic Defense of Latin America* (Boston: World Peace Foundation, 1941) pp. 7-23.

- Goetz, Delia and Fry, Varian, *The Good Neighbors; The Story of the Americas*, pp. 57-61.

C. Events from 1914 up to the present time

1. World War I
 - a. Part played by Latin America
 - b. Its position in world affairs as a result of war
 - c. League of Nations
2. Pan American Conference
3. World War II
4. Economic and social improvements
5. Why is it necessary to work in closer harmony? How can this be done?
6. What is their opinion of the United States? Why?

References

- Duggan, *op. cit.*
- Green, *Our Latin American Neighbors*, pp. 169-173.
- Office of Coordinator of Inter-American Affairs, *Americas United* (Washington, 1943) and *Venezuela Land of Oil* [Washington, 1943?].

II. Life and work of the people

A. People

1. Races and nationalities
2. Languages
 - a. Kinds
 - b. Where found
3. Education
4. Homes and recreation
5. Food, clothing, and occupations
6. What are these people doing toward the war effort?

References

- Rippy and Perrigo, *op. cit.*, pp. 141-160; 317-359; 293.
- Tannenbaum, *op. cit.*, pp. 1-21; 100-140.
- Céspedes, Francisco, *Educational Trends in Latin America*. Washington: Pan American Union, 1942.
- Greenbie, Sydney, *Next Door Neighbor, Mexico* (Evanston, Ill.: Row, Peterson, 1942). pp. 76-81.
- MacKendrick, Paul, "Brazilian Beachhead," *Inter-American*, December, 1944, p. 251.

B. Culture

1. Religion
2. Social structure such as their attitude toward family life, etc.
3. Art
4. Music
5. Literature
6. How have they preserved some of the ancient cultures?

References

- Aikman, *op. cit.*, pp. 63-102, 118-169.
- Castañeda, and Inman, *op. cit.*, pp. 6-21; 338-347.
- Duggan, *op. cit.*, pp. 60-62.
- Goetz, *op. cit.*, pp. 201-216.
- Peck, *op. cit.*, pp. 370-380.
- Rippy and Perrigo, *op. cit.*, use Index.
- West, *op. cit.*, pp. 17-19; 21-41; 43-83; 95-159; 175-388.
- Bolton, Herbert E., Goetz, D., and Galarza, E., *American Neighbors* (Washington: American Red Cross, 1940), pp. 7-12, 65-84.
- Greenbie, *op. cit.*, pp. 63-76.

III. Democratic tendencies

A. Position of various races

References

- Castañeda and Inman, *op. cit.*, pp. 27-41.

Green, *Our Latin American Neighbors*, pp. 156-157.

B. Political idealisms of democracy

1. Leaders who helped to develop actual democracy
2. Constitutions
3. Causes for slower developments
4. Recent democratic action

References

Herring, Hubert, *Good Neighbors: Argentina, Brazil, Chile, and Seventeen Other Countries* (New Haven: Yale University Press, 1941), pp. 44-59; 216-228; 284-288.

Heath, S. B., "Our American Slum, Puerto Rico," *Harper*, 187 (June, 1943), 56-63.

Jones, J. M., "Caribbean Laboratory," Potentials of United States Influences in World Colonial Policy, *Fortune*, XXIX (February, 1944), 122-7.

C. International cooperation

1. Agreements among various Latin American countries
2. Pan American Union
3. Good Neighbor Policy

References

Duggan, *op. cit.*, pp. 38-55.

Green, *Pan American Progress*, pp. 184-201.

Americas Cooperate for Victory. Washington: Coordinator of Inter-American Affairs, n.d.

Inman, Samuel G. *Building an Inter-American Neighborhood*. World Affairs Books, no. 20 (New York: National Peace Conference, 1937), pp. 5-36.

POINTS FOR EMPHASIS

FOLLOWING are some general points that the class should find regardless of the number of references used. Some of the political causes which brought about the liberation movement were: the corruption and inefficiency of Spanish colonial officials, the actions of Spanish monarchs and the exclusion of the Caribbees from certain political and social rights. There were also some economic causes, of which one of the most important was the Spanish mercantile theory, which held that the colony existed solely for the mother country. Writers also helped to sow the seed of liberation.

The struggle for independence occurred not in one place but in several. Some of the leading men during this period were Simon Bolívar, José de San Martín, Bernardo O'Higgins, and Dom Pedro. When the various countries did get their

independence, they found it difficult to get world recognition. Constitutional governments were drawn up, but practical democracy didn't prosper because of various geographic, economic, and social factors as well as many other things.

Our Latin American relations have not always been friendly. The Monroe Doctrine was not always a blessing to the Latin American citizens, notably during the Mexican and Panama revolutions. Because of this, a feeling of distrust has sprung up among the various Good Neighbors. Since the First World War the United States has, for the most part, tried to cooperate with Latin America, but it will take time to erase past errors.

Latin America is a melting pot of nations; for example, Brazil is working toward a "cosmic" race. Few nations bar their citizens from social and political rights because of color. On the whole, when we compare all the citizens' training, we find that education is not on a very high standard. The higher education is modeled after the European plan. The home of the average citizen is very meagre; this condition is due to geographic and economic factors.

The culture of Latin America differs somewhat from ours. Some phases of culture, which it might be well for us to cultivate, are a closely knit family unit, love of art, an appreciation of music, and an interest in literature. All educated Latin Americans read, appreciate, and in many cases write poetry. These people can boast of such internationally famous citizens as Diego Rivera and Heitor Villa Lobos.

Even though the democracies of Latin America differ from ours there are some democratic tendencies in these nations. One's success is not hindered because of darker coloring of the skin. Simon Bolívar began the idea of a Pan American Union. Recently, Uruguay, Costa Rica, and Mexico have made great strides in social democracy. There is a real challenge for the Western hemisphere to work together for its common goal—a fair chance of opportunity for all regardless of race, color, creed, or economic status.

Teaching Sociology in a Changing World

J. Roy Leevy

THE subject of sociology, like many of the other social sciences, deals with the life of people and the life of institutions. One of the main reasons why sociology is studied and taught today in American colleges and universities, and occasionally in high schools, is to afford an opportunity for students to understand themselves as contributors to a group or the groups to which they belong. It is through the study and constructive analysis of the culture and philosophies of other peoples that our progeny are able to formulate constructive ideas. If students become more observant, more understanding, and more useful in their ideas, then they are able to appreciate not only technical cultural items but immaterial culture as well.

Today with our world-wide systems of communication such as the radio, the movie, and the press, probably truer than ever before is the statement "No man liveth unto himself." It is to the sociologist that men in industry of all kinds, in government, in religion, and in many other walks of life are turning for the analysis of group human behavior.

The day has passed when sociology is looked upon as a sort of theoretical panacea for social ills. The only people who classified this important social science in such a categorical way were those people who looked into a very small world, probably only when they took some theatrical course termed social pathology, social forces, etc.

A new day, then, has "dawned" in the teaching of sociology. This new day has done much to bring sociology into a useful and respectable position in a science-conscious world. Let's be real in our thinking relative to the understanding of social problems in our cities and many rural

communities. In order that we be real we need to study, to observe, and constructively analyze human behavior as it now exists. Too often scientists of human behavior have been using some kind of measuring stick, such as a range of interest tests or aptitude tests, to place the individuals into a class, or even for naming them abnormal. Again, too many sociologists in the early days of the development of this subject were persons who gave out many preachments to groups. When such leaders in sociology discussed religion it was from the standpoint of reform and not from the standpoint of its usefulness to society in general.

In our ever-changing world today, we no longer think of the life of society as the human activities and associations of one community, but we think in terms of each group of persons in all communities, separately.

The classroom in sociology is no longer a lecture room where the professor tries to indoctrinate the students according to his own theoretical ideals, but it is a place where teacher and pupils, by use of all kinds of literature and visual aids such as charts, maps, films, photographs (many of them made by the students themselves) study and analyze the culture of different peoples so that both may learn the meaning of human behavior.

FIELD OF APPLIED SOCIOLOGY

THE need for applied sociology was never greater than it is today if we are to understand human beings as they now live. There is an old "truism" in military procedures that if one wishes to see the army perform, he should go where the army is performing. This same idea holds true with sociology; if we want to study and understand human behavior we must study it where it is taking place.

This kind of teaching requires much forethought and planning on the part of the teacher of sociology. Contacts must be made with various institutions and groups of people well in advance

This comment on some new emphases in sociology courses is contributed by an associate professor at Purdue University.

of the proposed field study. It may be that the teacher of a particular course in sociology such as the Industrial City, or Social Problems of Cities, will need to visit many cities and observe some of their cultural patterns, and then with his experiences and the experiences of the students work out a plan of study. Such planning will do away with the "holiday" trips to cities or to institutions which have characterized in mass form a farcical approach to field sociology.

Surely if sociologists are to help society eliminate any of its social problems, we will need to study social institutions, such as correctional institutions, children's homes, homes for the aged, etc., directly and constructively, rather than from the printed page wholly. We need to make frequent field studies of such institutions and keep in close contact with them by having many of the personnel of such institutions come to talk with our students during our learning exercises. Too frequently sociologists and those persons interested in social institutions are not willing to analyze the whole program of the institution but go to such institutions looking for a sandwich of the whole institution's program. Is it any wonder that superintendents of social institutions look upon some college professors as queer people, when they make such a superficial analysis of the life of the whole institution? Then, too, not every person today has the opportunity to attend college and study sociology, so the sociologists need to extend their usefulness to groups outside of the classroom. Many groups such as luncheon clubs, Sunday school groups, and women's clubs are interested in the research (not too technically put) which sociologists are able to show such groups how to do for themselves.

IS IT any real cause for wonder that many cities have become havens for criminals and hot beds for strikes—yes, and even riots—when not many sociologists and psychologists have been interested in group life outside of a university campus? Too frequently social scientists when they have attempted to extend their knowledge and wisdom beyond the college classroom have been interested solely in adult education for the sake of giving some person college credit. Can't we be as interested in human beings as are men of animal husbandry who go out to the farmer to study and analyze the ills of his pigs or his chickens without giving the farmer a university diploma? Surely we can if we but do it.

Not long ago the writer was called into an

urban community to help the mayor and a school board decide on the location of a new school building. The mayor was troubled, he said, about the fourteen different races of people in the suburban area of the city. He reported that each race wanted a different site for the new school. When the writer visited this city and made an analysis of the problem, he found the mayor and the school board were confusing the term race with nationality. There actually were twelve different nationalities in this area of the city, but after analyzing the possible locations with representatives of different occupational groups who had children, the school site was agreed upon by the majority of the citizens of this area satisfactorily to all.

A study of home ownership by the writer revealed the fact that 94 per cent of the families with children of school age owned their homes. A further analysis of the pre-school and present school population brought out facts for the board of education which enable them to reformulate a plan for secondary education as well as to improve the elementary school situation. More and more today school boards and city officials are asking that sociologists help them analyze the population in cities in many respects before locating a new school building. This is a wholesome attitude on the part of city officials and school officials because the location of a school building is very important in our cities, since most citizens are thinking of the educational facilities more in terms of utility to the whole of the city's population than in terms of the academic educational courses to be offered.

The sociologist here becomes an advisor to society on the basis of sociological research in the particular city in question and not because of some research study he or some one else has made in a totally different city and for a totally different purpose. When groups of citizens begin to take inventory of their own communities, as they are doing today in many cities, sociologists should be ready to assist them. Current interest in intergroup and intercultural relations, in labor relations, and in problems of youth and of delinquency offer clues to needs and opportunities.

THIS war has brought into being many sociological problems that sociologists need to assist in solving by analyzing conditions of life, not only in foreign countries but in many of our own American communities. The need for more and more useful sociological research was never greater and the general public was

never more interested before than it is at present.

Much current paper planning relative to post-war problems, which is being done by universities, chambers of commerce, and industrialists, might become more useful to all people if we refined the planning by many sociological observations that can be made in each and every hamlet, village, city, and rural community. We have the finest kind of technology in the United States today as well as in many foreign countries but much of it is not used constructively because many persons who study human behavior are not realistic and practical about our sociological conditions because they are too far removed from life as it now exists in America.

Sociological research is no longer a means of taking a mathematical inventory of group life in 1932 and the predicting of the future develop-

ment of an economic invention in terms of dollars and cents. It is a constant inventory process of the total forces in any community, with an honest attempt to apply the best observations to each group of people regardless of their nation or their racial heritage.

By the term "best" we mean the most useful to the community; that is to say, if a city needs parks for a more useful program of recreation, it will not depend upon some wealthy person to die, in order that a gift of land may be obtained which might be filled with statues of memory, but it will ascertain through sociological research its basic needs. This is what makes the teaching of sociology so interesting when it deals with live issues rather than tombstones or social philosophies of ancient days. We live and learn from all mankind, and thus are a really cultural people.

There are serious and even baffling problems before us which call for a high social intelligence if we are to maintain the Republic. It is the failure of the democratic societies to meet real issues with relatively successful policies that is largely responsible for the reversion to fanatical dictatorship and the rising chaos of war. Many of these problems are the very ones which you have gathered here to study and discuss—problems of farm ownership, tenancy, soil erosion, prices and surpluses, marketing and transportation. . . . It is, in a sense, because we are *plagued* by problems that we are spending some three billion dollars a year on organized education in this country. Through increasing the understanding of the vital issues confronting us, we hope to find solutions that will work in time to prevent the disintegration of democratic civilization.

The schools and colleges have no more important objective than the systematic study of the practical social and economic problems underlying our troubled times. And I have constantly made it one of my primary points of insistence that this study must be organized for adults as well as for children and young people. Your program here constitutes what I regard as the proper subject matter for a significant part of the curriculum in the schools and for well-managed adult forums. What you are doing in thousands of rural discussion groups is to my way of thinking the most vital kind of education.

From the first days of the Republic to the present hour, education—organized education—has carried the responsibility of making people fit for self-government. If there was one thing the founding fathers agreed upon, it was that representative democracy cannot long exist without an educated electorate. They and the leaders who followed them thought of education primarily as a means of making democracy work. . . .

Certain things are beginning to appear clear to us as we study and discuss, argue and read about these problems. For one thing we are beginning to see that the farmers will not win much by escaping bankruptcy at the expense and ultimate bankruptcy of the urban consumers. And the proposition is as true going the other way. For another thing, we begin to be leery of the idea that one section of the country can get rich and stay that way at the expense of another section. We are becoming increasingly conscious of the importance of balanced improvement—town and country, East, West, North and South. I think we are seeing through the attempts of mystics and selfish rabble rousers to put the blame for our troubles on certain racial or religious groups, on foreign-born citizens or to make somebody other than ourselves the scapegoats. It appears that we are even skeptical about resting a sort of prosperity on the false bottom of a one-way war-time shipment of goods. In other words, we have the advantage of having discarded, or at least seriously questioned, false solutions to the modern crisis which have been postponing the fundamental reconstruction which sooner or later must be effected abroad. This helps materially to support our determination to save our democratic civilization and to achieve a material base for a greater cultural and spiritual life by recourse to the hard way of learning. And we have constantly in full view what is now obviously the disastrous alternative of dictatorship. (J. W. Studebaker, *Democracy Shall Not Be Plowed Under*, Address delivered to the American Farm Bureau Federation, Chicago, December 5, 1939.)

The Social Studies Tomorrow

Lynn I. Perrigo

AFTER 1900 new courses in history demanded time and attention in the high school curriculum, which previously had been devoted to the classics. After the First World War, history and the classics both were crowded to make room for the new social studies. By the 1920's vocational courses had also competed with the older subjects so successfully that many high schools had established two curricula—vocational and college preparatory.

As each new arrival entered the arena it had to meet and overcome resistance. In time it became accepted, and the crowding of the curriculum led to the reluctant creation of "survey courses," such as general science, world history, and American problems. The trend induced by the Second World War, however, did not have to work against much resistance, because the need for more mathematics, science, and vocational training was obvious and urgent. New needs became obvious, too, in the fields of modern languages, geography, and certain previously neglected areas in historical studies. These needs were satisfied in the larger schools mainly by substitution. Many teachers substituted a new course for an old one, and many pupils had the privilege of selecting a special course in place of a standard one.

POSTWAR NEEDS

IN THE postwar years the social studies (including history) will certainly comprise the core of the new curriculum. These subjects will attain an unprecedented prominence, vitality, and responsibility for several reasons. For one, the postwar world will have to deal with social problems. Political reconstruction, re-employment, rehabilitation, re-education, revival of commerce, restoration of society, and the maintenance of peace are fundamentally social processes. Leadership is even now shifting from the

scientist, the production manager, and the military strategist to the social scientist and the ordinary citizen.

In the second place, a semblance of balance must be restored to our civilization. War stimulates extreme development of science and technology. When physical science has advanced to the point, as it has now, where some of the top men become discouraged because they cannot see how they can add much to the body of knowledge, then the next step is the mere application of the many discoveries to peacetime use. After this is done mass production takes over, and this technique is so well developed that it could supply our physical needs abundantly for a long time to come, if not prevented by social lag. Dangerous social lag can be avoided only by extreme postwar exertion in the social sciences, so that institutions and individuals may adjust without breakdown in the new age of gadgets and speed.

A third reason arises from the expansion of the horizon for the average citizen. During this war millions of men and women have come into contact with lands and peoples which previously were only strange names on the map. The postwar continuation of these world-wide associations by means of the airplane and radio makes imperative a study of certain important "neglected areas." We blunder into these areas now, and whenever we find that we have made mistakes we are prone to withdraw and let the rest of the world go hang. But in the future there will be no secure place to which we can withdraw. For us to live and prosper peacefully hereafter, not only our leaders but also our citizens must know more of the civilizations and the aspirations of neighbors in the Soviet Union, India, China, Africa, Australia, Latin America, and Canada.

As we reconvert to peacetime activities, we shall discover, moreover, that we face an appalling shortage in the professions. For a period of five years or more, young men and women will have been diverted from their intentions to prepare for careers in such fields as teaching, law, social work, economics, and administration. Thus many of the very fields which will bear the burden of postwar responsibility will be seriously

This glance ahead, written in the spirit of the National Council's *The Social Studies Look Beyond the War*, is contributed by an associate professor of history and sociology in the University of Kansas City.

shorthanded. Very obviously the schools will be called upon to help take up this slack. They will have to train well their normal enrollment of students, augmented by some returned veterans as well as by many others attracted to these fields by the crying need for personnel. In numbers as well as in subject matter the social studies (and social sciences) will have an extraordinary responsibility.

How can the schools possibly carry this one-sided postwar responsibility when the curriculum seems overcrowded as it is? In the social studies field there are several possible ways of adjustment.

POSTWAR ADJUSTMENTS

IN THE first place, the social studies subjects will then deserve more than their present share of time in the curriculum. Too often teachers in this field think obligingly in terms of condensing their subjects and yielding time to other and sometimes more aggressive fields. Past experience has induced this mood. But with the passing of war conditions the requirements of peacetime citizenship and leadership should have priority over preparation for hypothetical future wars. Of course the sciences and vocational subjects still will have important roles in the postwar world and justification for a strong position in the curriculum. The point here is that the teachers of social subjects at least will be justified in discarding their defensive attitude and in striving for the kind of curricular readjustment demanded by the new era. Instead of anticipating curtailment, they should be developing, as they are in some schools, a special curriculum in world citizenship and community leadership.

Thus, in addition to the general preparation of all students for national citizenship, the department or departments would offer a special curriculum which could be elected by students in place of either the vocational or the classical college preparatory curriculum. Such a special course of study could very well include the minimum requirements for admission to most professional schools and yet provide special studies in international relations and in commercial and civic leadership.

Secondly, if necessary some duplication and meaningless material still can be eliminated from

existing social studies courses by coordinated reorganization. An inquiry as to the content of various courses in any school will reveal a surprising amount of repetition of subject matter not only in different courses in social studies but also in the social background of other courses, especially in literature and the languages. Repetition is essential in memorization of facts, but where that is not the primary objective its value may well be questioned. To this end, no longer should the social studies curriculum be outlined by a committee of teachers in that field, but by a coordinating committee comprised of teachers of social studies, literature, English, languages, art, music, and commercial subjects.

In addition, where unit organization is employed, teachers and textbooks too often include in a certain unit everything that happened in a given period, whether or not some of the material is related to the development of the unit and its objectives. Not only are irrelevant facts and events forgotten because there is no fertile association with the unit topic, but their inclusion also lends confusion to the meaningful material. Consequently, by this elimination of all extraneous subject matter, and also by close inter-departmental cooperation, much time can be gained for the development of new courses on postwar topics and for new units on the hitherto "neglected areas."

Finally, the social studies teacher will be able to take advantage of an intense postwar motivation of students in this field. It was intense motivation that made it possible for men in the Armed Forces to learn a great deal in a short time in their accelerated courses. Unfortunately, there is no exact peacetime equivalent of the motivation of war; yet in the years ahead many students of the social studies and social sciences may well experience something closely akin to that driving force. The various factors mentioned earlier—the crying needs in reconstruction, the determination to maintain the peace, the problems of the lagging social sciences, the realities of the air-age world, and the openings awaiting in business and the professions—all these will stimulate the students. Certainly then the teacher will face a new opportunity and a challenge to respond to these demands for broader, quicker, more thorough, and more vital learning.

Facing the Over-All Tasks in Social Education

National Council for the Social Studies

Twenty-Fifth Annual Meeting

November 22, 23, and 24, 1945

Hotel Schroeder, Milwaukee, Wisconsin

Thursday, November 22

4:00 to 6:00 p.m. Reception.

8:00 p.m. General Session

Presiding: Mary G. Kelty, President, National Council for the Social Studies

Address of Welcome: Lowell P. Goodrich, Superintendent, Public Schools, Milwaukee

Address: Claire Wilcox, Director of the Office of International Trade Policy, U. S. Department of State

Friday, November 23

9:00 to 10:30 a.m. Section Meetings

Section 1. The Promotion of International Understanding through the Social Studies

The British Commonwealth, Paul Knaplund; India, M. E. Herrington

Section 2. Teaching Citizenship in the Atomic Age

Richard G. Browne, Hilda Watters, Walker D. Wyman, Glenn R. Evans, Raymond Lussenhop

Section 3. Geography in the High School

Clyde Kohn, Alice Foster, J. Granville Jensen, Harry Lathrop, A. H. Meyer, Zoe Thralls, Lee West, J. H.

Bradley, Leavelva Bradbury

Section 4. The Social Studies in the Elementary School

Virgil Herrick, Edwin H. Reeder, Ruth Cunningham, William Young

Section 5. Reorganization Plans for American History and Problems of Democracy

Bert W. Wells, Lewis Paul Todd, Florence Whiteford, Paul W. Maynard, Edith E. Starratt

Section 6. Intergroup Education: A Responsibility for the Social Studies

William Van Til, Helen B. Goetsch, R. W. Cordier, Leona McGibbon, I. James Quillen

Section 7. Supplementary Materials for the Teachers and Pupil

Ronald B. Edgerton, Kathrine O. Murra, Alina M. Lindegren, Jarvis E. Bush

Section 8. What Has Been Learned About Evaluation During the War?

Julian C. Aldrich, Howard R. Anderson, Glenn F. McConagha, Victor Minotti, J. W. Baldwin

Section 9. The Prospect for Labor and Management

Wilbur Murra, William F. Rasche, Earl S. Johnson

Section 10. New Tools for Learning

Ruth Fuller, R. O. Hughes, Kenneth B. Thurston, Godfrey Elliott, Dorothy Gerlach

10:45 a.m. to 12:15 p.m. General Session. The Moral and Ethical Bases of Peace

Speakers: Francis X. Swietlik, Rabbi Joseph L. Baron, The Reverend Clarence J. Ryan, S.J.

12:30 to 2:15 p.m. Luncheon Meetings

Luncheon A. The Use of State and Local Materials

Jennie Pingrey, Edward P. Alexander, Horace T. Morse, W. Francis English

Luncheon B. Civilization as a Problem in Geography

Eric Faigle, Charles C. Colby, George J. Miller, Christine Hahn

Luncheon C. Education for Citizenship

Esther J. King, Stanley E. Dimond, Myrtle S. Larkin

Luncheon D. High School American History for the Upper-Group Student

Myrtle Roberts, Robert E. Keohane, Merle Curti, Fremont P. Wirth

Luncheon E. Social Education in the Primary Grades

W. Linwood Chase, Mary Willcockson, Margaret Henderson, Prudence Cutright

Luncheon F. Current Practices in Intergroup and Intercultural Education

Hilda Taba, Clarence I. Chatto, Stanley E. Dimond, Wilbur F. Murra, William Van Til

Luncheon G. Combatting Civic Illiteracy

James L. Fitzpatrick, J. E. Windrow, The Reverend R. N. Hamilton, S.J.

2:30 to 4:00 p.m. Section Meetings

Section 1. Political Science and the Social Studies

Howard White, Richard G. Browne, Russell M. Cooper, Samuel R. Harrell, Robert E. Keohane, Hilda M. Watters, D. W. Knepper

Section 2. Geography in the Air Age

George J. Miller; Caught Mapping: Old Maps and New in the Air Age, Guy Harold Smith; World Air Routes, Robert Platt; Mary Jo Read

Section 3. The Social Studies in the Elementary School

Virgil Herrick; A New Definition of Social Concepts, Edgar B. Wesley; I. James Quillen, Edwin H. Reeder, Ruth Cunningham, William Young

Section 4. Visual Aids Progress from War to Peace: A Demonstration

John H. Hamburg; Seventh and Eighth Grade group from Custer High School, Milwaukee, directed by R. A. Petrie; W. A. Wittich, James W. Brown, W. H. Hartley

Section 5. Problems of Juvenile Behavior

William M. Lamers, John W. Polcyn, Roland J. Steinle, Eunice Plummer, Frank M. Greenya

Section 6. Helping the Americas Understand Each Other

Douglas Ward, J. Martin Klotsche, A. N. Christensen

Section 7. Adult Education in the School, Home and Community

Leland P. Bradford, Cyril A. Houle, Harvey M. Genshow, William F. Rasche, Walter Sassaman, Leslie E. Brown, Vernon Bowyer, Emory Balduf, Watson, Thomson

Section 8. History and the Changing World Scene

Dorothy Merideth; The Old Bases of the New Map of Europe, A. C. Krey, and New World Organizations, Joseph Kise; Kenneth Gould

Section 9. Social Studies Contribute to Safer Living

Robert W. Eaves, Florence Linsenmeier, Stuart Anderson, Dorothy Goetz, Downer Miller

Section 10. Teacher Education: Pre-Service and In-Service

Neal Billings; Experimenting with Field Workshops in the Social Studies, Roy A. Price; Louis Armstrong, Samuel McLaughlin, Joe Park

Section 11. Is Our Teaching of Current Events Really Contributing to the Pupil's Understanding?

Laura Sutherland, Harrison M. Sayre, George H. McCune

4:15 to 5:00 p.m. **Business Meeting.** Meeting and Election of Officers

6:30 to 9:00 p.m. **Banquet.**

Toastmaster: Howard E. Wilson

Address: Problems of World Population, Henry Fairchild, New York University

9:00 p.m. **Social Hour**

Saturday, November 24

8:00 to 8:50 a.m. **Breakfast Meetings**

Breakfast 1. Officers of National and State Councils

Breakfast 2. Editors of State Council Publications

9:00 to 10:30 a.m. **General Session.** Presidential Address: How Can Teachers Attain an Over-All View of the Tasks of Social Education? Mary G. Kelty

Address: Japan's Prospects, Geographically Considered, Glenn T. Trewartha

10:45 a.m. to 12:15 p.m. **Section Meetings**

Section 1. The Social Studies Teacher and the School Council

Gerald M. Van Pool, Ralph G. Chamberlin, Linda Barry, Demonstration of a Student Council Meeting, Student Council of the Rufus King High School, Milwaukee

Section 2. The Promotion of International Understanding through the Social Studies

Mabel Colton; Erling M. Hunt, Richard W. Burkhardt, Dorothy Perham

Section 3. What the Returning Veteran Thinks the Social Studies Should Attempt

George L. Miller, Wallace W. Taylor, Robert H. Reid, Lola A. Fay

Section 4. Teachers and Administrators Consider the Social Studies Program

R. W. Bardwell, Warren C. Seyfert, Glen Eye, Robert B. Weaver, Harold M. Long

Section 5. Newer Techniques and Content in Classroom Procedure

Nelle Bowman, Kenneth W. Haney, Edith West, Edward Krug, Earl W. Ramer

Section 6. China and the Far East in the School Curriculum

Laura Roberts, Ethel E. Ewing, Eleanor Ryerson

Section 7. Are We Satisfied with Social Studies Offerings on the Junior High School Level?

George B. Winsor, J. Lloyd Trump, Ardy H. Johnson, Kenneth Rehage

Section 8. Meeting the Needs of Rural Youth through the Social Studies

Lois M. Clark, Quincy Doudna, R. S. Ihlenfeldt

Section 9. The Social Studies Program in Vocational Schools

Jennie M. Turner, Calvin O. Evans, Henrietta Fleck, Leland Bradford, Anna Lundeberg

Section 10. The Social Studies and the Community

Russell T. Gregg, Wallace E. Lamb, Camilla Low, Charles B. Walden

Section 11. New Emphases in World History Courses

Hazel Phillips, Calista Williams, Donald R. Alter, Hazel M. Grieger

12:30 to 2:15 p.m. **General Session. Luncheon Meeting**

Burr W. Phillips; Past-President's Symposium: What Help Does the National Council Offer Social Studies Teachers?

Howard R. Anderson, C. C. Barnes, R. O. Hughes, A. C. Krey, Allen Y. King, Roy A. Price, I. James Quillen,

Edgar B. Wesley, Ruth West, Howard E. Wilson, Fremont P. Wirth

2:30 to 4:00 p.m. **General Session.** Planning the Twelve-year Program in the Social Studies

Edward Krug, Bernice Scott, Ernest Horn, S. R. Emmons, C. C. Barnes, A. Y. King, R. O. Hughes

Hotel reservations should be made in advance and addressed to the Hotel Schroeder, mentioning the meeting of the National Council for the Social Studies.

Luncheon and banquet reservations should reach M. F. Hartshorn, 1201 Sixteenth Street, N.W., Washington 6, with payment enclosed, by November 17.

Final program. A copy of the final program will be mailed to National Council members, and to others on request to M. F. Hartshorn, Executive Secretary, 1201 Sixteenth Street, N.W., Washington 6, around November 1.

Registration. All who attend meetings are requested to register at the registration desk on the fifth floor foyer after 3:00 p.m. on Thursday or after 8:00 a.m. on Friday and Saturday mornings. Registration is free to members of the National Council; \$1.00 for others.

Notes and News

Middle States Council

The Middle States Council for the Social Studies, which cancelled its regular meeting last spring in accordance with ODT regulations, will hold its annual fall meeting at the Hotel Pennsylvania, New York, on Saturday, November 24, at 10:30 and 2:00 o'clock jointly with the Middle States Association of Colleges and Secondary Schools. The present officers of the council are Arthur C. Bining, University of Pennsylvania, president; Harry Bard, Baltimore Public Schools, vice-president; Paul O. Carr, Wilson Teachers College, Washington, secretary-treasurer; and Morris Wolf, Girard College, Philadelphia, editor.

Illinois Council

The Illinois Council for the Social Studies held an open Board Meeting at Bloomington on October 13. At the morning session William Godcharles, Millikin University, spoke on "The Coming Struggle in Education." This was followed by a discussion led by Clarence Orr of Illinois State Normal University. The afternoon session opened with an address by C. A. Harper of I.S.N.U., on "The Position of the United States in World Affairs" followed by a discussion led by Lucy L. Thrasher of I.S.N.U. This was followed by a panel discussion on "An Experiment in building a curriculum for the social studies which will meet student needs in a new world, and which will include the ethical and spiritual needs." Members of the panel were Carl W. Gamer, chairman, John R. Reusser, and Grace Tucker, all of the Illinois Soldiers' and Sailors' Children's School of Normal.

Minnesota Council

The May issue of *The Bulletin* of the Minnesota Council for the Social Studies contains a number of interesting and helpful articles. Elaine Forsyth of Ellensburg, Washington, has an article entitled "Summer Comes Again" in which she outlines a summer program for professional growth for social studies teachers. She suggests three types of activity: attending a summer session, reading, or taking a summer job. In connection with the reading suggestion Miss Forsyth includes a brief classified list of suggested books

and topics. "Current Events in the Middle Grades," by La Verne Vetter of Minneapolis describes an experience with teaching current events at that grade level in one school system, and advances arguments for including the study of current events in the middle grades. Other sections of *The Bulletin* contain book reviews, Sources of Free and Inexpensive Materials, The Springfield Plan for Improved Intercultural Relations, Business Reports, and the revised Constitution of the Minnesota Council.

Publications Wanted

The following NCSS publications are out of print. Anyone possessing copies which he no longer cares to keep will help his organization materially by returning them to M. F. Hartshorn, Executive Secretary, 1201 Sixteenth Street, N.W., Washington 6.

Social Education, November, 1944

Social Education, December, 1944

Twelfth Yearbook, *The Social Studies in the Elementary School*

Tenth Yearbook, *In-Service Growth of Social Studies Teachers*

Ninth Yearbook, *Utilization of Community Resources in the Social Studies*

Curriculum Series Number One, *The Future of the Social Studies*.

United Nations Juniors

An organization of United Nations Juniors has been authorized by the American Association for the United Nations, formerly the League of Nations Association. Formation of the new group of United Nations Juniors will begin in New York, with plans under way to organize chapters throughout the country. The Juniors, to range approximately from twelve to sixteen years of age, will be encouraged to plan and carry out their own activities under the guidance of an advisory council of adults. Projects planned include radio programs, correspondence with youth in other countries, periodic bulletins, study of the Charter, aid to youth in liberated areas, and when conditions permit, conferences and travel to other nations. Mrs. Harrison Thomas is Secretary of the sponsoring Education Committee, whose headquarters are at 45 East 65th Street, New York.

Canada

A Guide to Reading on Canada for high school teachers and students of social studies by Fred E. Witworth and Hugh M. Morrison has been published by the Canadian Council of Education for Citizenship, 166 Marlborough Avenue, Ottawa (Pp. 116, 50 cents). This comprehensive, annotated bibliography is arranged topically and contains references to books, pamphlets, periodicals, and audio-visual aids. Examples of the topics included are: history, population, geography, industry, transportation, finance, foreign relations, labor relations, the social order, and constitution and government.

Canadian Democracy in Action, by George W. Brown (M. M. Dent and Sons, Toronto, Pp. 122, 50 cents) describes in a readable way the responsibilities and privileges of citizenship, and the functioning of Canadian Government, federal, provincial, and local.

Teachers who are especially interested in Canada should have access to the *Canadian Historical Review*, a quarterly published by the University of Toronto Press at \$2 a year. The June, 1945, issue, includes "A United States of North America—Shadow or Substance?" by Joe Patterson Smith of Illinois College; "Canada in the English-Speaking World," by D. G. Creighton of the University of Toronto; "Canada and World Organization," by R. G. Trotter of Queens University, and other articles, together with book reviews and news items.

Also of interest to many teachers is *The School*, published ten times a year, in both secondary and elementary editions, at 371 Bloor Street, Toronto, at \$1.75 for one edition or \$2.50 for both (United States subscription rate).

Wartime Educational Techniques

What civilian schools and colleges can learn from Army and Navy wartime educational techniques will be the subject of a two-year investigation soon to start under the auspices of the American Council on Education according to announcement of George F. Zook, president. A grant of \$150,000 from the Carnegie Corporation of New York and the General Education Board has been received by the Council to carry on this work. The study will be under the direction of Alonzo G. Grace, Commissioner of Education of Connecticut, on leave of absence for this purpose. Dr. Grace will establish headquarters and staff in Washington, and will also have the assistance of a special commission of leading educators who will meet with the staff from time to time and

visit military and naval installations to observe training programs in operation.

Teachers' Day

One of the resolutions adopted at the First Conference of Ministers and Directors of Education of the American Republics, which met in Panama in September, 1943, is entitled "September 11, Teachers' Day in America." The resolution, approved for the United States by Commissioner John W. Studebaker, calls for the expression of "gratitude and devotion" to teachers in recognition of their "unselfishness and sacrifice" in carrying out the program of their high office. The America referred to in the resolution of the Conference is the entire hemisphere. Throughout much of Latin America, Teachers' Day has long been recognized as an important event.

Programs, and materials prepared in connection with Teachers' Day, are solicited by the Division of International Educational Relations, U. S. Office of Education, Washington 25. Such information will be made available to schools and communities well in advance of the observance of the Day in 1946.

G.I. Roundtable Booklets

During the war the Historical Service Board of the American Historical Association prepared a series of educational pamphlets for service personnel entitled *G.I. Roundtable*. These army educational pamphlets have now been made available to civilians.

The pamphlets do not attempt to answer the questions they pose, but they are excellent guides to the discussion of current international, national, community, and personal problems. Each pamphlet was prepared by an authority on the subject and is appropriately illustrated with cartoons, photos, pictographs, and the like. Twenty-seven titles are now in print and they may be secured for 15 cents a copy from the Superintendent of Documents, Washington. Among titles now available are:

- EM 1, Guide for Discussion Leaders
- EM 2, What Is Propaganda?
- EM 10, What Shall Be Done about Germany after the War?
- EM 11, What Shall Be Done with the War Criminals?
- EM 12, Can We Prevent Future Wars?
- EM 13, How Shall Lend-Lease Accounts Be Settled?
- EM 14, Is the Good Neighbor Policy a Success?
- EM 20, What Has Alaska to Offer Postwar Pioneers?
- EM 22, Will There Be Work for All?
- EM 23, Why Co-ops? What Are They? How Do They Work?

- EM 24, What Lies Ahead for the Philippines?
- EM 33, What Will Your Town Be Like?
- EM 35, Shall I Take Up Farming?
- EM 36, Does It Pay to Borrow?
- EM 40, Will the French Republic Live Again?
- EM 41, Our British Ally
- EM 42, Our Chinese Ally
- EM 43, The Balkans—Many Peoples, Many Problems
- EM 44, Australia: Our Neighbor "Down Under"
- EM 45, What Future for the Islands of the Pacific?
- EM 46, Our Russian Ally
- EM 15, What Shall Be Done about Japan After Victory?

United Nations Student Contest

Enlargement of the annual student contest of the American Association for the United Nations to include private and parochial secondary schools is announced for 1946 by Mrs. Harrison Thomas, Education Secretary of the Association. Nearly 1,500 high schools enrolled in last year's competition, with approximately 18,000 students participating. The contest, celebrating its twentieth year, deals with world organization for peace and will this time have for its theme The United Nations.

Teachers wishing to enroll early to give their students ample time, may register with Mrs. Thomas at The American Association for the United Nations, 45 East 65th Street, New York 21. A sample study kit, prepared by the Association's Education Department, will be sent out to each participating school. Additional kits for student use will be furnished upon request at a small charge. Cash prizes, awarded since the war made the usual first prize of a trip to Europe impossible, will be continued in 1946. It is hoped that the overseas tour can be resumed in 1947. Top winner will receive \$400, with \$100 and \$50 awards for second and third places.

Scholastic: 25 Years

Scholastic magazine has celebrated its twenty-fifth anniversary. A special anniversary issue, October 22, highlighted the major developments of the last twenty-five years in literature, domestic and foreign affairs, science, aviation, sports, radio and movies. Among additional features were picture stories illustrating twenty-five years of American life, and twenty-five years of America as a world power, from Versailles to the atomic bomb.

A new writing competition—the "Event of the Month"—is offered to senior high school students by *Senior Scholastic* and *World Week* magazine. Papers must be of not more than 1,000 words in length and should explain why "Event of

the Month" selected is significant to the nation and the world. Each month the first prize winner may select any book with a retail price of not over \$5, and in addition the prize-winning paper will be published in both magazines.

Papers must reach *Scholastic's* editorial offices, 220 East 42nd Street, New York 17, by the 10th of the month. Thus papers on the event of November (anything that happens between November 1 and 30, 1945) must reach *Scholastic* on or before December 10. The three best papers selected each month will be eligible to compete for prizes in the Current Events Division of the 1945-1946 Scholastic Writing Awards.

Group Activities

Here's How It's Done, A Popular Education Guide, published October 1 by the Postwar Information Exchange, 41 Maiden Lane, New York 7, is a guide to methods which have been used successfully to stimulate the interest of Americans in national and international problems. It gives examples of how groups from Maine to California are mobilizing opinion and taking action to build better towns, a prosperous nation, a peaceful world. A directory of 280 national organizations which provide popular program and study materials is also included.

The guide is based on a survey of national and local agencies made by the staff of the Postwar Information Exchange with the assistance of a contribution from the Carnegie Endowment for International Peace. Single copies are \$1.00, with discounts for quantity orders.

American Education Week, 1945

The twenty-fifth annual observance of American Education Week will be celebrated November 11-17. The theme is "Education to Promote the General Warfare." For a complete list of the materials available for help in planning a program write to the National Education Association, 1201 Sixteenth Street, N.W., Washington 6.

All social studies teachers and social studies organizations are invited to send in material for these columns. Send in notes on the activities of your school or organization and other items of general interest to social studies teachers. Mail your material as early as possible to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington.

Pamphlets and Government Publications

Leonard B. Irwin

Securing the Peace

International finance probably ranks high in the list of subjects on which the average man talks most and knows least. The work of the Bretton Woods Conference is of tremendous importance, but so abstruse and technical as to require considerable simplification and explanation to citizens who, after all, must be the ones to provide its funds. Several pamphlets have appeared since the conference was held over a year ago, and much more will undoubtedly be written to explain, attack, and uphold the agreements. Two of the best and most authoritative brief summaries of the subject were issued some months ago by the United States Treasury and may be obtained from that Department. *The Bretton Woods Proposals* is a pamphlet of 13 pages giving a concise and easily understood description of the two institutions proposed—the International Monetary Fund and the International Bank for Reconstruction and Development. A second Treasury pamphlet is entitled *Questions and Answers on the Fund and Bank*, and in this form also gives clear and direct information on the purposes of the plan. A longer treatment of the subject is *Bretton Woods: Clues to a Monetary Mystery*, by Carlyle Morgan (World Peace Foundation, 40 Mt. Vernon Street, Boston 8. 25 cents). Although this is a booklet of some 130 pages, it is highly readable, written in a popular vein, and gives an excellent picture of the proposals and of the storm of controversy which they have aroused. The author's position is generally favorable to them, and he makes clear the advantages to be gained by their adoption.

Another pamphlet strongly supporting the Bank and Fund is *The Stakes of Bretton Woods* (National Planning Association. 800 Twenty-First Street, N.W., Washington 6. 25 cents). It is a statement by that organization's Committee on International Policy. After giving a description of the purposes of the proposals, it takes up in detail the objections which have been raised to the stabilization fund; these are explained and refuted.

A publication of outstanding importance is the *Report to the President on the Results of the San Francisco Conference*, containing among

other things the full text of the United Nations Charter. This document, a paper-bound book of over 260 pages, has been issued by the State Department, with the designation, Publication 2349, Conference Series 71. Copies may be obtained for 45 cents from the Superintendent of Documents, Government Printing Office, Washington 25. The report begins with a review of the steps leading up to the Conference and American preparation for it. The main body of the report then proceeds to describe and explain each of the 19 chapters of the United Nations Charter, including the pertinent differences of opinion that were advanced by various delegates. This summation of the Charter is most valuable since a mere reading of its text may not give sufficient insight into its meaning and purposes. Following this commentary is the actual text of the Charter with the appropriate items from the Dumbarton Oaks Proposals placed opposite for purposes of comparison. The Statute of the International Court of Justice is also given in full, together with the text of the Interim Agreement and a list of all Americans who were present at the San Francisco Conference as delegates, advisors, or experts. The book should without question find a place in every school and library. A 58-page pamphlet containing the Charter text alone, including that of the International Court, may be had from the Superintendent of Documents without cost. It is Publication 2353, Conference Series 74.

The World Peace Foundation (40 Mt. Vernon Street, Boston 8) has been publishing a series of excellent and informative booklets under the general title "America Looks Ahead." Their purpose is to give the reader interested in public affairs "readable and authoritative comment on questions of current interest relating to American foreign relations." *World Policing and the Constitution*, by James Grafton Rogers (25 cents) is a particularly interesting item in the series. It deals with that shadowland of American government, the constitutional powers of the President and Congress with regard to the use of military force abroad. The author takes up such questions as the President's power to use military action against another nation without a declara-

tion of war by Congress; and the extent to which legislative control over treaties, appointments, and the raising of troops and money may interfere with our responsible action in an international organization. He shows by many historical examples that the Executive has always had wide latitude in the conduct of foreign affairs, and that there is apparently no constitutional barrier to full American participation in a world security group as long as the will of the people supports it.

The problem of relief for devastated areas and war-stricken populations in Europe is a great one and will be with us for a long time. Americans need to know more about it. To give such information is the purpose of *UNRRA in Action* (Inter-Allied Publications, 54-56 Bleeker Street, New York 12. Free), a little booklet prepared by Kenneth E. Beer from material supplied by the United Nations Relief and Rehabilitation Administration. Although this agency has recently come under some criticism for its business methods, its work is of paramount importance and is clearly described in this pamphlet.

Holland is one of the more important of the smaller members of the United Nations. This is due not only to its geographical location, its industries and trade, but to its huge colonial empire, which was one of the chief goals of Japanese expansion. *The Netherlands and the United States*, by B. H. M. Vlekke (World Peace Foundation, 40 Mt. Vernon Street, Boston 8. 25 cents) is an excellent pamphlet treatise on Holland and its place in world affairs. The author first reviews past relations between the Netherlands and the United States from the days of New Netherlands to the outbreak of war. He dwells especially on the economic relations which have been more important than most Americans realize. Prior to the war, Holland and its possessions took about 5 per cent of our exports and supplied about 10 per cent of our imports. The second section of the booklet describes the government and internal political structure of Holland, the principal economic problems, and the development and importance of the Netherlands Empire. The last section is devoted to Dutch problems arising from the war. Among these are relief and rehabilitation; the reform of the parliamentary system, the electoral system and education; the restoration of economic prosperity through foreign trade; and the many questions of imperial policy in the East Indies. There is also, of course,

the vital problem of Holland's security at home and her place in international organizations. Mr. Vlekke discusses all of these briefly but with a fund of valuable information. The pamphlet as a whole gives an excellent summary of the Dutch themselves, and their relations with this country and the rest of the world.

Education

Only by Understanding, by William G. Carr (Foreign Policy Association, 22 East 38th Street, New York 16. 25 cents) bears the sub-title, "Education and International Organization." It is in essence a plea for "some means for international action in certain educational matters." At the outset Mr. Carr describes the contrasting types of education that were being given the children of the United States and Germany in the period between the two wars. Here the emphasis was all on the blessings of peace and international good-will, while military history and similar matters were pushed into the background. In the totalitarian countries, in the meanwhile, education stressed nationalism, militarism, and the glories of war and power. As a result we were unprepared ideologically as well as materially for the Second World War. The moral of this, Mr. Carr believes, is not that our teachings were wrong, but that we can no longer afford to stand idly by while other nations teach hatred. We must provide some means to see that it does not happen again. The pamphlet goes on to summarize efforts since the seventeenth century for some form of international council on education, from Comenius and Mrs. Fannie Fern Andrews to the International Bureau of Education and the intercultural relations program among the American republics. It then discusses the three problems which are currently before us: what educational policy should be followed with regard to the defeated enemy nations; how education shall be reconstructed in the devastated Allied nations; and what kind of long-range program can be provided for international cooperation in dealing with educational problems. What is being done in these fields and what needs to be done should be of general interest. As the author says, "The influences between a society and its educational system are reciprocal." If there is to be a new world society based on cooperation and security, educational patterns will surely follow the same trend, and will in turn help to promote those characteristics.

Sight and Sound in Social Studies

William H. Hartley

Motion Picture News

The publishers of *Young America* magazine have announced their entry into the field of visual instruction. Their program calls for a completely integrated program of 16-mm. sound films, discussional strip-films, and supplementary printed material. Two bulletins describing the service have been issued, a catalog of films and a catalog of visual equipment. For further information write to Young America Films, 32 East 57th Street, New York 22.

Teachers who use feature films for assembly and other programs will welcome the new catalog from Films Incorporated, 330 West 42nd Street, New York 18. Among the feature films now available to schools in 16-mm., sound versions are "Courageous Mr. Penn," "Drums Along the Mohawk," "Geronimo," "The Grapes of Wrath," "Guadalcanal Diary," "The Maid of Salem," "Lloyds of London," "My Friend Flicka," "The Plainsman," "Western Union," "Union Pacific," "Young Mr. Lincoln," and "Young Mr. Pitt." The rental price for these films ranges from \$12.50 to \$20 depending upon the size of the school.

The Library of Congress recently announced the appointment of John G. Bradley to head a new motion picture project. Mr. Bradley will push plans to deposit outstanding films in the Library of Congress so that the pictorial evidence covering this important era of our national history will not be lost.

A list of "Films Interpreting Children and Youth" has been prepared by the Association for Childhood Education, Department of Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N.W., Washington 6. The list also includes filmstrips and records valuable to stimulate discussion and action and to build a better growing environment for children and youth. The list sells for 15 cents.

Educator's Guide to Free Films

The fifth annual edition of *Educator's Guide to Free Films* has come to our desk for review. We like it. We recommend it highly to any school which has a motion picture projector.

Here's why: it contains a complete, up-to-date, annotated list of free films and slidefilms. It is well organized, indexed, and edited. It is complete. It contains a total of 1270 films which are free. It lists 450 social studies films in 16-mm., sound. The book is well bound, boxed, flexible, easy to use. The listings give title, size, number of reels, running time, date of release, a brief description, and the source of the films. There is a title index, a source index, a subject classification, an index by topics, and a cross index. The guide costs \$4.00 from Educators Progress Service, Randolph, Wisconsin.

Visual Aids Survey

A group consisting of publishers of textbooks and a publisher of classroom magazines is undertaking a survey of educational motion pictures and other visual aids to education. The purpose of the survey is to evaluate the effectiveness of visual aids now available and to explore more fully the possibilities of correlation between film and textbooks.

The publishers financing and supervising this survey are Harcourt, Brace & Company, Harper & Brothers, Henry Holt & Company, Houghton Mifflin Company, The Macmillan Company, Scholastic Magazines, and Scott, Foresman & Company. Informally they have labeled the project The Teaching Films Survey. The work is already in progress under the direction of Carroll Belknap, who has long been engaged in making studies of specific marketing problems for manufacturers and trade associations.

Recent 16-mm. Films

British Information Services, 30 Rockefeller Plaza, New York 20.

Operation Pluto. 7 minutes, sound; service charge, 50 cents. How a flexible oil pipeline under the channel supplied the Anglo-American armies with gasoline after D-day. Pluto means pipe-line-under-the-ocean.

Operation Fido. 11 minutes, sound; service charge, 50 cents. Fido means fog-investigation-dispersal-operations; how fog was cleared off the airplane runways.

Dominion Status. 19 minutes, sound; service charge, 75 cents. The meaning of dominion status as defined by the Statute of Westminster.

The Air Plan. 28 minutes, sound; service charge, \$1.00. The RAF fitted in the over-all European air strategy.

Graphic Services Section, Bureau of Mines, 4800 Forbes Street, Pittsburgh 13.

The Evolution of the Oil Industry. 34 minutes, sound; free. Traces the development of the petroleum industry from earliest times.

A Story of Copper. 33 minutes, sound; free. Nearly every phase of mining, milling, smelting, and refining.

A Story of Arc Welding. 25 minutes, sound; color; free. Illustrates the dramatic part played by the electric welding of metals in the assembly and repairing of ships, aircraft, trucks, oil pipelines, and other equipment for war and peace.

March of Time Forum Edition, 369 Lexington Avenue, New York 17.

Series B. 11 to 18 minutes, sound; \$30 for the series. Each film may be kept three days.

Men of Medicine. Training United States physicians. Sweden. Living in neutral Sweden.

China. China's struggle for freedom.

The New South. Comeback since the Civil War.

Russia at War. A single day on the Russian front.

Ireland. The country and its government.

New Ways in Farming. Tendencies in agriculture.

The Nation's Capital. Government in action.

Pictorial Films, Inc., RKO Building, Radio City, New York 20.

This Is America, 26 documentary films; sound; rental, \$3.00 each per day, include *Letter to a Hero* (a small town at war); *Mail Call* (the miracle of V-mail); *That Men May Live* (work of the Red Cross); *Hot Money* (danger from inflation); *New Prisons—New Men* (houses of detention); *Medicine on Guard* (work of civilian doctors); *Aircraft Carrier* (life aboard a flat top); *Rockefeller Center* (a visit to Rockefeller Center); *Brazil Today* (a many-sided film journey); *News Front* (work of war correspondents); *Women at Arms* (women's work in the war); *Children of Mars* (cause and effect of juvenile delinquency); *Merchant Seamen* (work of Merchant Marine); *Arctic Passage* (the Alcan Highway); *Age of Flight* (aviation yesterday, today, and tomorrow); *They Fight Again* (rehabilitating soldiers); *Pacific Island No. 43* (Navy base hospital); *Viva Mexico* (land of contrasts); *Sailors All* (work of United States Coast Guard); *Army Chaplain* (training and duty); *Private Smith of the U.S.A.* (army life); *Air Crew* (America's flying sailors).

Y.M.C.A. Motion Picture Bureau, 347 Madison Avenue, New York 17.

Freedom Rides on Rubber. 26 minutes, sound; color; free. The story of synthetic rubber.

Maps

A large picture map of Africa, over 3x4 feet, in outline for coloring, is published by Friendship Press, 156 Fifth Avenue, New York 10. Price, 50 cents.

A wall map showing the sources of food in the United States is free from Armour Meat Packing Co., Public Relations Division, Chicago 9.

C. S. Hammond & Co., 88 Lexington Avenue, New York 16, has just published a large (51½x41½), color chart called "The Map of

Mankind." By the use of photographs of bronze figures representing the different races and tribes of the world, placed around a map, one is able to locate, by the use of index numbers, the habitat of each member of the human race. Printed on a paper sheet the map-chart is \$2.00; on board, \$5.

A special list of posters and picture maps has been issued by Denoyer-Geppert Co., 5235 Ravenswood Avenue, Chicago 40. It lists over 100 picture classics and artistic pictorial maps suitable for classroom decorations.

Two maps published by Air-Age Education Research, 100 East 42nd Street, New York 17, which should prove of considerable value, are "World Air Routes," and "The World Around South America." These maps are each 42 x 50 inches in size and printed in five colors. They cost \$1.00 each. "World Air Routes" contains a chronological history of the progress of aviation from Leonardo da Vinci through World War II. An Airline Time-Distance Chart giving distances in miles and hours of flying time is in one corner of the map. "The World Around South America" is an azimuthal, polar projection centered on Asuncion in Paraguay and shows vividly the true relationship of the rest of the world to South America.

A map featuring "The Rivers of America," 45x28 inches, is published by Farrar and Rinehart, 232 Madison Avenue, New York 16, at 25 cents a copy.

Radio Notes

Last month this department regretted the changed time of the *CBS American School of the Air*, now broadcast from 5:00 to 5:30 P.M., EST. The change seems even more deplorable now that we have received a copy of the 1945-1946 Calendar Manual which describes the 150 outstanding programs which are to be broadcast during the school year. The Manual is excellent. It is designed to be read, as well as being a guide to listening. It contains comments on broadcasting and learning by listening. Following each program note there are questions, to be answered after the broadcast, testing one's capacity to get the most out of listening. To assist those who wish to learn more about the topic of each broadcast, there is a list of books compiled by the authorities who helped plan the program. Copies of the Calendar Manual may be had upon request to The Education Division, The Columbia Broadcasting System, 485 Madison Avenue, New York 22.

It is the hope of the Columbia Broadcasting System that the new time will enable parents in the United States to listen in and learn with their children. We can cooperate in this worthy endeavor by calling these programs to the attention of our students and urging that they tune in at home. It is also suggested that these programs may be assigned by teachers for out-of-school listening. This is also worth a try.

The *CBS American School of the Air* programs of greatest interest to social studies teachers are those broadcast on Mondays dealing with American history, called "The Story of America," and those to be heard on Thursdays, entitled "This Living World," which stress current events. The history programs are written in collaboration with Professor John A. Krout of Columbia University; the November history broadcasts include "Penn's Experiment," "The Case of Peter Zenger," "The First Thanksgiving," and "Through the Cumberland Gap." The current event programs are prepared under the direction of Professor Harry J. Carman of Columbia University. The November offerings include "German Future," "The Road to Manila," "Food for Europe," and "Permanent Military Training."

Chicago and New York City schools are conducting weekly television "lessons" on an experimental basis. Two television receiving sets have been set up in selected Chicago schools and "lessons" emanate from WBKB. In New York City select groups of children are taken to the NBC television viewing room for their "lessons."

Let's Have a Discussion, the new handbook of the Junior Town Meeting League, is now obtainable. Hundreds of high schools use this guide to discussion. The Junior Town Meeting League furnishes these handbooks to members free of cost. Members also receive lists of topics for discussion and other material prepared in collaboration with the National Council for the Social Studies. To join the League simply send your request for the material to Junior Town Meeting League, 400 S. Front Street, Columbus 15, Ohio. There is no charge for membership.

The Association for Education by Radio, founded in 1941, is an organization of value to every social studies teacher. The yearly membership fee of \$2 brings the member a monthly journal, an official newsletter, and keeps him up to date on what's news in educational radio. The address is Association for Education by Radio, Room 701, 228 N. La Salle Street, Chicago 1.

The NBC program on "Our Foreign Policy" (Saturday, 7:00 to 7:30 P.M., EST) has been chosen by the state of Massachusetts for experimental

work in teacher training. Teachers will listen to the broadcasts, take an examination on the material and, if successful, they will receive two hours of credit.

The National Council of Teachers of English, 211 West 68th Street, Chicago 21, distributes a 35-cent brochure entitled *Skill in Listening* which is well worth reading. It treats "The Listening Process," "Practical Suggestions for Instruction in Listening," "Newscasts and Commentaries," "Radio Drama," and "The Growth of Radio Literature."

Pictures and Posters

The H. J. Heinz Co., Pittsburgh 30, will send free a large poster called "How the Tomato Became Popular." Perhaps this doesn't sound very much like social studies material, but it really is. The chart tells how Cortez found the tomato being cultivated by the Aztecs, and it traces the progress of tomato culture to today.

United Air Lines, School Service, 231 South La Salle Street, Chicago, will send samples of aviation materials upon request.

Have you sent to Greyhound Information Center 113 St. Clair Avenue, N.E., Cleveland, for your historical colored wall chart, "Highway Transportation on Parade"?

A chart entitled "Radio's Silver Anniversary" costs 10 cents from School Service, Westinghouse Electric Corp., Pittsburgh 30. The chart traces the progress of broadcasting and explains the basic principles of radio.

The International Shoe Co., 1507 Washington Avenue, St. Louis 3, is still sending free copies of their excellent picture chart entitled "Shoes Through the Ages."

The story of light metals is featured in the current issue of *Building America*, published by the National Education Association, Department of Supervision and Curriculum Development, 2 West 45th Street, New York 19. The unit, priced at 30 cents, is illustrated with many action photographs and excellent charts and pictographs.

Classroom material in comic book style is being distributed to the schools by the Educational Service Division, General Electric Co., 1 River Road, Schenectady 5, New York. The first of these booklets now ready for free distribution is "Adventures in Electricity," a comic book picturing the adventures of a boy whose older brother is an electrical engineer.

Film Strips and Kodachrome Slides

The Greek Office of Information in New York

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City has recently produced a film strip and accompanying Teacher's Guide entitled "Greece Throughout the Ages." The unit presents a comprehensive coverage of the history, geography, and culture of the Greek people. These materials are being distributed gratis by Audio Visual Associates, 10 Brooklands, Bronxville 8, New York.

More than 120 paintings comprising the Encyclopaedia Britannica collection of contemporary American painting are now being reproduced on 2 x 2 inch Kodachrome slides. To receive further information about the Kodachrome slides, when available, write to Encyclopaedia Britannica Films Inc., 20 North Wacker Drive, Chicago 6.

A catalog and utilization guide to Kodachrome slides on Latin America may be obtained from Shadow Arts Studio, 1036 Chorro Street, San Luis Obispo, California. The color slides sell for 50 cents each.

One of the most extensive listings of Kodachrome slides to come to our attention is that distributed by the Philp Photo Service, 1954 Pasadena Avenue, Long Beach 6, California. Among sets of interest for social studies are "Farmer's Field Work," "Our Southwestern National Monuments," "Death Valley, California," "Alaska."

The Kunz Motion Picture Service, 432 North Calvert Street, Baltimore 2, distributes a series of 2 x 2 inch black and white slides called "Epic Pictures of World War II." Sets of 96 pictures cost \$8.50, or 48 pictures for \$4.50. A printed manual is enclosed in each box. It describes and indicates the significance of each picture.

The American Council on Education, 744 Jackson Place, Washington 6, with the cooperation of the Office of Inter-American Affairs, has recently completed assembling 33 teaching units of 2 x 2 inch color slides dealing with the other American Republics. Complete films of the 33 units, together with teachers' notes, have been placed on deposit for loan distribution with a number of institutions of education. Write for the address of the distributor nearest you. The sale price on the units ranges from \$7.00 to \$45.00. The entire series of 33 units may be purchased for \$700.

Exhibits

"Exhibits on Britain" is a listing of display panels, cartoons, picture sets, maps, charts, flags, uniforms, and three-dimensional objects which may be borrowed from British Information

Services, 30 Rockefeller Plaza, New York 20. Write for a free copy of the list.

Recordings

A recording of an American Town Meeting of the Air program at which the speakers discuss compulsory military training is available on 33 1/3 r.p.m., 16-inch record for \$5.00 from America's Town Meeting of the Air, 122 West 43rd Street, New York 18.

The Post War World Council, 112 East 19th Street, New York 3, distributes a recording of "Wake Up America" in which Norman Thomas and Walter L. Weible discuss compulsory military training. Rental \$2. It may be played on any record player.

Classroom Activities

Two books of classroom activities to promote greater understanding of the United States and its neighbors have recently been published by Junior Arts and Activities, 4616 North Clark Street, Chicago 40. *Our Good Neighbors* contains study outlines, arts and crafts projects, maps, reference data on Canada, Mexico, and the Central and South American republics. *Our United States* contains similar material on Alaska, District of Columbia, and eleven states of the Union. The activities are suitable for use in the middle grades. The books sell at 60 cents each or \$1.00 for both.

Helpful Articles

- Atwood, A. W., "Northeast of Boston," *National Geographic Magazine*, LXXXVIII:257-292, September, 1945. The New England coast. Twelve illustrations and seventeen accompanying color photographs.
- Davis, Hazel, "Map Reading," *Grade Teacher*, LXIII:48, 83, September, 1945. Teaching the fundamentals of map reading in the elementary grades.
- Flynt, R. C. M., "Use of Training Aids by Army and Navy," *Higher Education*, II:1-2, September 1, 1945. A summary of the types of aids used by the armed forces.
- Gregory, Gardiner, "Graphic Aids," *Grade Teacher*, LXIII:50, 102, September 1, 1945. Use of pictures, cartoons, and posters in the elementary grades.
- Holland, Henrietta, "Learning How to Read Maps," *Instructor*, LIV:20, October, 1945. Suggestions for elementary school teachers. An excellent list of sources of maps and globes is included.
- Holzhafer, Mildred, "Borrowed for Handling," *Nation's Schools*, XXXVI:52, 54, October, 1945. The Newark, New Jersey, Museum's service which provides objects and models to be examined by school children.
- Jennings, George, "Radio, a Dynamic Teaching Aid," *Nation's Schools*, XXXVI:54, October, 1945. How Chicago conducts its FM school radio programs.

Book Reviews

OUR AMERICAN NEIGHBORS. Prepared by the Coordinator of Inter-American Affairs. Washington: Public Affairs Press, 1945. Pp. 280. \$3.00.

During the period 1943-1944 considerable interest was centered in a series of pamphlets concerning the Pan-American republics, published periodically by the office of the Coordinator of Inter-American Affairs. *Our American Neighbors* is a compilation of this series with some changes and corrections. Gone are the paper covers strikingly done in national colors with the coats of arms printed upon them. The end papers picturing the national seals are in part compensation in the present volume. But the attention given these pamphlets was due not only to their attractive make-up but also to their timeliness and the clear, concise presentation of facts. To know about our Latin American allies grows daily more urgent, so welcome, indeed, is information that is graphic and pertinent. That these pamphlets supplied a need is apparent in the fact that millions of copies were distributed to schools, teachers, and others throughout this country.

Latin America, an important part of the world, has come into prominence in educational circles in the United States comparatively recently. Much more has been written about the history, geography, literature, and archaeology of the states than facts concerning their economics and sociology. As Latin America enters her industrial era and is linked to the United States more closely we need to know our neighbors better. Also we are beginning to understand that these countries are not amalgamated into a uniform whole but they are twenty separate states with vastly different histories and most divergent ethnic, economic, social, and political problems. *Our American Neighbors* presents some of these facts.

Taken up in alphabetical order from Argentina to Venezuela the sketches set forth most briefly historical background, geography, economics, education, arts, government, and social progress. Filled with charts, drawings, and pictorial maps the pages of the book are full of color and interest.

Obviously in such a compilation there results the inevitable unevenness in covering the material. Certainly the history and government sec-

tions are less well done than the economic. For example, in the discussion of Argentina nothing is said concerning a big internal political and economic problem of long standing, that of the dominating power of Buenos Aires and the industrial, commercial east over the agricultural, mining, and cattle-raising interior. Lacking also is explanation of the current military dictatorship and the struggle for economic leadership in South America.

Bolivia's present government is dismissed with the sentence, "The constitution of 1938 laid the foundation for further development, although Bolivia's problems are still many and still largely to be solved" (p. 31). Brazil's government, too, is passed over in a phrase and linked with it is the interest of President Vargas in economic developments. Here the text names specific areas which do not appear on any map (p. 61). In discussing Brazil's art no mention is made of Bideu Sayão, the opera star whose voice is well known to American radio and concert audiences. This is an omission not easily explained in such a series.

Going on to Chile we note no explanation of either government or political parties. In the historical section the importance of Francisco Pizarro in the conquest is somewhat out of balance. Too, maps in which the book specializes omit places mentioned in text such as the ports from Talchuano to Punta Arenas.

Governmental set-ups are lacking in the chapters on Colombia, Guatemala, Haiti and often very lightly touched elsewhere.

Since the cultural phase of national life is part of some presentations the omission of it in the sections of Cuba, Guatemala, Haiti, and Ecuador is most noticeable. Music that is popular throughout the United States includes Cuban airs, and certainly Afro-Haitian poetry and the novels of Indian life in Ecuador are distinct cultural contributions. But granted these omissions one can not overlook the failure to include some mention of Ruben Darío of Nicaragua, Gabriela Mistral of Chile, and the famous University of Mexico.

Understanding the limitation of space and the wealth of material perhaps better balance could have been achieved with the understanding that

these sketches were aimed chiefly at current economics not the "history, achievements . . . and cultural contributions of each of our neighbors to the South." Also perhaps more unity might result were there some attempt to show relationships among these countries. Even though they are distinct and separate they have ever-growing international interests among themselves and quite apart from trade and markets for Europe, North America, and Asia.

The volume is, however, most welcome and serves as a beginning in a very important field of study. We hope from its inspiration will spring much needed broader and fuller studies concerning our American neighbors.

DOROTHY WOODWARD

University of New Mexico

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DEMOCRACY UNDER PRESSURE: SPECIAL INTERESTS VS. THE PUBLIC WELFARE. By Stuart Chase. When the War Ends, No. 4. New York: Twentieth Century Fund, 1945. Pp. ix, 142. \$1.00.

This book is a forthright analysis of pressure groups in America, written in the author's usual clear and pungent style. He classifies the major pressure groups as Big Business, Big Labor, and Big Agriculture. Each special interest group has the common formula of securing a high unit price rather than high production. Mr. Chase finds this formula contrary to public interest since it keeps our national output below full capacity. He analyzes the tactics used by pressure groups in lobbying and finds them powerful agencies for securing favorable legislation from Congress. These groups oppose governmental regulation, but welcome federal subsidies. Business pressure groups have been devoid of responsibility to the public, consumers, and their own workers.

Legal monopolies are necessary in certain industries such as the post office, telephone, and radio airwaves. These are affected with a public interest and operated or regulated closely by the state. Other monopolies, however, tend to restrict output, seeking only that level which will best protect its members. This results in stifling the free market and free enterprise. Labor pressure groups seek the same selfish interests as business monopolies, but use different weapons. They lobby for price-fixing, seek to eliminate low-cost methods of distribution, and oppose labor saving devices. Though the trade-union movement is fundamentally democratic, labor

bosses today have dictatorial powers over members.

The farmers under the early New Deal were largely lifted out of the free market through the control of their prices and production. The author finds the farmer today married to the government, with the farm bloc lobbying effectively for continuing subsidies. The future of the farm is tied up with the full employment of industrial workers to insure the purchase of the full production of the farms.

Our democracy must maintain a proper balance between the profit motive of business and the service motive of government. Government must control special interests as well as undertake essential activities for the welfare of consumers. Monopolies which restrict output must be broken up and made to serve the public interest; if this is not possible, then the government should take over full control. Labor must be regulated strictly to prevent similar restriction of output. Labor-management committees should strive to increase production, improve quality, and reduce waste. The small farmer must be helped to become more independent through cooperatives and programs of conservation, while curtailing the power of the farm bloc. Some of the pressure groups are now joining to work for high employment after the war. These groups must learn to place the welfare of all the people before their own special interests; that is the democratic way.

PAUL R. GRIM

Washington University
St. Louis

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THE NEGRO, TOO, IN AMERICAN HISTORY. By Merl R. Eppse. Nashville: National Publication Co., 1943. Pp. xxii, 591. \$3.00.

This volume is an effort to provide a textbook concerning the contributions of the Negro people to the United States for use in the schools. The author states that "the book will present a continuous story of constructive contributions of the Negro" and "this effort is not the last word on the subject, but is a suggestion or starting point for our youth in building a frame of references and information by which they may strive and work for America." The implied purpose is to present the history of the Negro population as a story integrated with the American story. This purpose is not entirely achieved. The effect is to find some facts about the Negro sprinkled here and there with the general facts of Ameri-

can history. These general facts, which could be gleaned from any secondary account of the history of the United States, are rewritten, and then the author turns aside suddenly to tell his readers something about the Negro. There is the idea of a continuous story only in the chapter headlines and the concept of a starting point for youth in the facts.

The contents of the book embrace thirteen chapters beginning with "The People of Africa" and terminating with "The Negro from 1938 to 1943." The historical background of Africa is entirely omitted from the presentation. Such a sentence as, "Its early history is filled with myth and fable but true facts are interesting," would lead the student to expect the delineation of fact and its separation from myth and fable, but one is doomed to disappointment with the further statement, "The ancient people lived on the continent tens of thousands of years ago, but for many reasons the records were not preserved to tell us of their program." To publish these statements in the face of such well-known books, which the author must know about, as Maurice Delafosse, *The Negroes of Africa; History and Culture* (Washington, 1931); W. E. B. DuBois, *Black Folk, Then and Now* (New York, 1939); and Melville J. Herskovitz, *The Myth of the Negro Past* (New York, 1941), shows, to say the least, the neglect of the scholarly studies which must always give the foundations for textbook writing. Similar omissions of new knowledge in later chapters are too numerous for mention in this brief review. It is interesting to note that Delafosse is listed in the reading material in the appendix.

Exaggerations of Negro contributions are common occurrences in the volume. In writing of Crispus Attucks, the author states, "His patriotism was the declaration of war; it meant liberty to the oppressed, and opened the way to modern civilization and independence." Then again the exaggeration: "Austin Dabney showed such valor in many battles or skirmishes in the South that the people and State of Georgia honored him." Of Benjamin Banneker, the author writes, "This great American will never be forgotten for the contribution he made to the American scene during his life." One wonders if this is what the writer really means to say. In referring to Thomas Jefferson, it is said, "It can be truthfully said that none of the later abolitionists who lived between Jefferson's time and the outbreak of the Civil War in 1861 ever did more than he towards the cause of freeing the slaves."

Jefferson Davis and Abraham Lincoln are described in a concluding statement: "Davis was a great patriot; Lincoln a great soul." There might be a real difference of opinion about these judgments as well as others, but there is scarcely necessity to labor this point.

On the contrary, there is the tendency to present material in factual form and without interpretation or opinion. Cryptic sentences and brief listings give citations about Negro men and women of distinction. Appendices range from page 457 to page 571 which include among other pertinent material the Declaration of Independence, the Constitution of the United States, lists of the Presidents and Vice-Presidents of the United States, and the words of such songs as "America" and the "Star-Spangled Banner." There may be justifications for such inclusions but they are not apparent.

An examination of Negro historical development indicates that there is material which can be assembled for a textbook of the history of the Negro in the United States, and for the integration of this material with the more general historical material. It is also clear that there is a need for such published material in the interest of intercultural education and interracial understanding. Doubt will arise that this volume will be an answer to this need, unless there is a complete revision on the basis of recent research knowledge and modern interpretation. While prejudices will not be wiped out by the teaching and reading of the history of peoples, such procedures in a nation made up of various peoples are both necessary and important in the process leading to the activity of the counter-emotion of patriotic brotherhood which will reduce and change undesirable prejudices in the interest of the common welfare.

CHARLES H. WESLEY

Wilberforce University

THE WILD HORSE OF THE WEST. By Walker D. Wyman. Caldwell, Idaho: The Caxton Press, 1945. Pp. 348. \$3.75.

Ever since Frederick Jackson Turner apprised historians of the importance of the West, American scholarship has made notable accretions to the records of this important phase of our culture. This book marks an important milestone in the journey to fuller knowledge of our national background. It portrays a region with which the author is familiar and on which he

has done extensive research. The glamour of the West stretches before us again in this literary panorama of the plains. The wild horse is exhibited from the days of the early Spanish conquerors to the present moment when the cow ponies are converted into cat food or exported for human consumption.

The culture of the Western country is closely identified with horses. The author delineates the status of the horse in the possession of Spaniards, United States cavalymen, Indians, ranchmen, and cowhands. He portrays the nuisance which came to the range country when cattle men and sheep men recognized the blight of wild horses and wanted something done to relieve the menace.

The book is rendered more valuable by the author's appreciation of horses. In his acknowledgements we read of his debt "to that little horse, dean of the mammals, which has had such great influences throughout history, the writer bows with a respect bordering on veneration." Anyone who has had the slightest association with mustangs will find this chapter on "the Rancher and the Mustangs" to be exciting reading.

The author's familiarity with details and his imaginative insight are shown on every page but nowhere to better advantage than in the characterization of the mustang's habitat. Here we learn that "on every mesa and plain, in the shelter of sagebrush and mesquite, wherever there was a bit of green vegetation to be found, there also was the wild mustang, true descendant of the Spanish horse in America."

Consciousness of horses and awareness of their types is portrayed with penetrating quality. The poor status of the mustang in the minds of ranchers is revealed in the author's inimitable style; he tells us that "the cattle barons wanted horses that looked as good as those originally ridden by the Spanish barons, not a run-down-at-the-heel range pony that had been starved by lack of forage and water, dwarfed by exposure and the cruelties of nature, and oftentimes made grotesque in appearance by peculiarly-shaped muzzles, bellies, or legs."

For those who possess the minimum of literary appreciation, this is a book for every cowhand, plowman, and horse fancier. In fact, every literate American should read and learn to enjoy its contents. Especially, it is a volume for teachers—those who are vested with the responsibility of interpreting our culture to the youth of the land.

Scholarly insight and literary style are matched by the illustrations. Supported by accurate knowledge and executed by an artist of the plains, these are really superb. Not to be overlooked is the dedication. It is in the best tradition both of enlightened family life and of the range which the author knows so well.

JOHN A. KINNEMAN

Illinois State Normal University

FARM AND CITY. By Lucy Sprague Mitchell and Margaret Wise Brown. Illustrated by Anne Fleur. Our Growing World Series, Book I. Boston: Heath, 1944. Pp. viii, 184. 88 cents.

The chief qualities which attract one to this book are the skillful literary touch of the co-authors, Margaret Wise Brown and Lucy Sprague Mitchell, and the colorful illustrations by Anne Fleur. The text is mainly concerned with picturing the seasonal aspects of farm life and in contrasting country and city life while making clear the relationship between the two.

A somewhat intensive treatment of farm jobs is given through interesting accounts of milking, butter making, and egg gathering. Such seasonal work as hay making and cutting firewood are described as well as the recording of spring phenomena such as the birth of young animals—rabbits, a calf, and baby chickens. The planting of a garden brings realization that flowers and vegetables grow because of proper care aided by the sun and rain.

City life is portrayed through types of transportation—autos, trucks, buses, and different types of boats in the harbor. The dependence of city people upon country products is illustrated by a story, "Smarty Finds Out." Rhymed summaries about various workers, such as an engineer, a baggage man, a policeman, a farmer, and the farmer's wife, conclude the book.

Even though a teacher is not unappreciative of the charming literary quality of the book, it is disturbing to note several matters which detract from it as a first-grade social studies text. First, is the small stock of ideas which are presented and the lack of any apparent program for leading the child to generalize from the material or to relate the ideas of his life. One wonders if the child will discover much that he does not already know or could not easily discover through directed observation. Second, the vocabulary, according to present day standards, would preclude the reading of the book by a majority of

first graders. Altogether 489 different words are used, of which 289 are not given in the word list since they appeared in the "Reading for Interest" series. The 200 listed new words do not include "compounds whose component parts are known words, words that have appeared as part of a compound, basic forms and inflectional variants in s, es, 's, d, ed, and ing if another form of the word has been introduced in this book, and letters representing sounds that are not words."

Even though so many different words are used, it is difficult to justify the avoidance of the term "apartment house" by such a circumlocution as "a big, high house—where lots of people live" when a picture and the same description would introduce the useful term just as easily—especially when the phrase "enormous van" was introduced in discussing transportation. An educator's evaluation of this book, no doubt, will be guided by what he wishes to accomplish in the first-grade social studies program.

EVELYN PETERSON

Public Schools
Waterloo, Iowa

ANIMALS, PLANTS AND MACHINES. By Lucy Sprague Mitchell and Margaret Wise Brown. Illustrated by Clara Bice. Our Growing World Series, Book II. Boston: Heath, 1944. Pp. vii, 247. 96 cents.

The second book of "Our Growing World" series follows much the same plan as the first. It enlarges the child's world by giving more details about useful things which we need in order to live. A story in the beginning of the book emphasizes our dependence upon plants and animals for practically everything we eat and wear, and for some other things such as homes of wood, fuel in the form of coal, and paper.

The colorful pictures by Clara Bice and the stories interspersed throughout the book give the factual information a charming story book atmosphere. By these various means we learn many interesting details about a dairy, and discover the products which factories make from all parts of the cow. With two boys, one "from Missouri," we visit a coal mine and a paper mill. Another section of the book gives an excellent treatment of our sources for clothing made of wool, cotton, shoes, silk, rayon, and rubber. In the section about food we are intro-

duced to a garden and we learn to classify vegetables and to know something about corn and wheat. Similarly, other sections treat transportation in some detail in parts entitled "Roads" and "Sailor at Work." Another section called "Building Homes," in addition to other accounts, gives an excellent picture of the construction of a skyscraper.

The last section provides an overview of the many ways in which people work for a living. The treatment of this information is illustrative of the imaginative manner in which the entire book is written. A cat wonders about men and women he sees going away each day so he follows them until he finds out what they do. The concluding story "Never Worked and Never Will," points out a clear moral about the possibility of enjoying work.

An unusual feature of the book is "A Little Dictionary" at the end. Each word (there are 45 words listed) is treated on one line in the following manner:

airport. An airport is a place where airplanes land. 144

In order to use only one line, the print is somewhat reduced in size from that used in the text which is, in turn, smaller than is ordinarily found in books for the second grade. This factor, and the large number of words used, may make the book difficult for some second graders, even though it may possess an appeal which compensates for such difficult factors.

EVELYN PETERSON

OUR COUNTRY. By Lucy Sprague Mitchell and Dorothy Stall. Illustrated by Kurt Wiese. Our Growing World Series, Book III. Boston: Heath, 1945. Pp. ix, 310. \$1.00.

Our Country is the third in a six-book series edited by Lucy Sprague Mitchell. The authors have done an unusually fine piece of work in presenting to third grade children an over-all picture of the middle, eastern, and western parts of the vast country which they call home. Great care has been taken in comparing life in the early days when Indians were the masters of the land with living conditions of today.

There are vivid portrayals in story, poem, and picture of the Indians who made their homes along the banks of the great rivers, on the central plains, in the northern forests, and in the dry lands of the great Southwest. All too often chil-

dren are left with the misconception that all North American Indians not only looked alike, but dressed alike, lived in the same kind of homes, and followed identical tribal customs.

Among the stories of life today are good descriptions of the different types of farms found in several regions where climatic conditions determine the money crops. Valuable lessons in conservation of soil and forests are also included. Such information should help develop the understanding that the workers in one section of the country are dependent upon workers in other places for their food, clothing, and the materials for building homes.

Other stories tell of the progress man has made in adapting his environment to satisfy his needs and furnish greater security. Particularly good are the accounts of the building of the levees along the Mississippi, irrigation projects in the Colorado River region, the great dam to supply power for the Tennessee Valley, and the driving of the golden spike which completed our first continental railroad.

Several interesting features make the book more fascinating to the children for whom it has been written. There is a wealth of authentic illustrations in both color and black and white, which will delight the reader. Scattered throughout the volume are poems with simple but definite rhythms which not only supply reliable information but can be used to give pleasure through listening, reading, and choral speaking. The brief concluding stories help to tie together the middle, eastern, and western sections into an integrated whole—our country, the United States of America.

KAY GRIMSHAW

Chestnut Hill, Massachusetts

THE ECONOMICS OF PEACE. By Kenneth E. Boulding. New York: Prentice-Hall, 1945. Pp. vii, 278. \$2.75.

THE ECONOMICS OF DEMOBILIZATION. By E. Jay Howenstine, Jr., with an Introduction by Alvin E. Hansen. Washington: Public Affairs Press, 1944. Pp. 336. \$3.75.

Professor Boulding acknowledges that he is only an "intellectual middleman" presenting for the information of the general public some of the "new ideas" which are the fruit of the "silent revolution in economic thought" during the last two or three decades.

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nomics of reconstruction," covering its physical and financial aspects, most of the book is devoted to the "economics of reform," i.e., measures designed to deal with permanent economic problems. Especial attention is given to schemes for maintaining full employment. Of these the author recommends the "adjustable tax plan," according to which the personal income tax would become the major source of federal revenue, would be promptly increased to check inflationary tendencies leading to a boom, and would be as promptly decreased to check a deflationary trend threatening to cause a depression. If necessary to effect the latter objective, resort might be had to "negative" taxation, i.e., payments by the government to the taxpayers, a device which, it is argued, would seldom need to be employed. Furthermore, the author suggests in his excellent chapter on "The Reconstruction of International Trade" that the adoption of a full employment policy in this country, combined with "a joint scheme for income and exchange stability" here and in Great Britain, would tend "to keep the whole world economy on an even keel," and would encourage other countries to adopt similar policies.

Possibly because of the wide scope of the book, the interesting but highly debatable "adjustable tax plan" is treated too briefly and the obvious objections to it are not properly dealt with. The book, however, is written in an attractive style, and the author demolishes with great skill a number of the most mischievous economic myths, though his curious blindness to the significance of the issues involved in the present war leads him to foster others in the political field which are almost as objectionable.

The greater part of Professor Howenstine's volume deals with the process of economic demobilization after the last war. Thus he treats in a series of concise, clear chapters the measures dealing with relaxation of controls, attempts to maintain full employment, cancellation of contracts, demobilization of the armed forces, etc. The actions taken are adversely criticized on several grounds. There was, it is shown, inadequate planning and supervision. The major principles underlying the Government's policies, namely "the faith in the beneficent power of natural forces" and the trust in the operations of the free market to effect a return to normalcy, rested on an unsound economic basis. Chiefly because of the absorption of the President in the work of the Peace Conference and the absence of any supervising authority, there was a lack of coordination among the government agencies handling reconstruction problems, so that different units pursued totally contradictory policies. Congress at many points, under the influence of special business interests, obstructed some excellent projects which the administrative authorities attempted to carry through.

In an unfortunately brief concluding chapter, the author states what he thinks his story teaches regarding the course which should be adopted in the current period of reconstruction. On this basis, he recommends, among other proposals, that the whole process should be controlled by "a strong central directive agency"; that demobilization of the armed forces should proceed as rapidly as military considerations allow; that war contract cancellation should follow the same course; that full employment should be maintained chiefly through a program of public spending for a great variety of public works; that price-fixing, rationing, and priorities should be relaxed as rapidly as may be permitted by our domestic needs and our national obligations; that high taxation should be maintained, except for modification of corporation taxes; and finally that the "United States should partici-

pate in the rebuilding of Europe and Asia to the fullest extent possible."

F. R. FLOURNOY

The College of Emporia

SOCIAL-ECONOMIC MOVEMENTS: AN HISTORICAL AND COMPARATIVE SURVEY OF SOCIALISM, COMMUNISM, CO-OPERATION, UTOPIANISM; AND OTHER SYSTEMS OF REFORM AND RECONSTRUCTION. By Harry W. Laidler. New York: Crowell, 1944. Pp. xx, 828. \$5.00; Text, \$3.75.

Much has been said these days—and properly so—concerning the war of ideologies. The history of mankind is also the history of the wars of ideologies. But the present conflict differs from any in the past. The amazing advances in science and technology of the past hundred years have challenged innumerable traditions, upset many beliefs, and produced a unique totalitarian character of the intellectual struggle so that today there is not a single system of thought which is not influenced by the present war of ideologies. Furthermore, ideologies are not only potent political creeds which set the armies of the world to march again in World War II; they are the hidden forces which penetrate all aspects of social life and form a spiritual basis for the existence of every social struggle. The knowledge of contemporary ideologies and of the ways and means that they operate is of utmost importance for the student of society.

It is true that thousands of volumes have been written on particular schools of thought. But Laidler's volume is, to the best knowledge of the reviewer, the first synthesis giving a comprehensive picture of all the important movements for fundamental change along cooperative lines. It provides a history of these movements and systems of thought and describes the social environment which led to their development; sets forth their main principles, policies, leadership, and achievements; and compares them with other reform and reconstruction movements.

The amazing thing about the book is its completeness and remarkably sound scholarship. A few technical mistakes have crept in. For instance, it is not entirely correct to state that Bohemia "lost its autonomy and became a part of Austria" in the sixteenth century; this actually happened in 1620; the nationalistic revival of Bohemia took place in the nineteenth century rather than in the eighteenth century (p. 519). The enthusiasm of Laidler for the socialistic

cause gives a definite impression that he has avoided noting the many mistakes which the socialist parties made during the heyday of their popularity in Europe. It is unfortunate that the author includes nothing whatever on the history of socialism in the Balkans, although he discusses briefly the consumers' cooperative movements of that region in another chapter. His otherwise rather complete bibliography misses quite an important book in this field, P. A. Sorokin, C. C. Zimmerman, and C. J. Galpin, *A Systematic Source Book in Rural Sociology* (Minneapolis: University of Minnesota Press, 1932).

One may agree or, in certain points, disagree with Laidler's interpretations. One, however, must admit that this is an excellent textbook which, at the same time, is a one-volume encyclopedia which should be available to the general public in every public library.

JOSEPH S. ROUCEK

Hofstra College
Hempstead, Long Island

PRACTICAL APPLICATIONS OF DEMOCRACY. By George B. de Huszar, New York: Harper, 1945. Pp. xvi, 140. \$2.00.

Democratic living through active participation rather than through words is the theme of this most valuable little book. Disintegration of modern society, the author finds, is bringing chaos and confusion with resulting unsatisfactory personal relationships. The natural consequence is authoritarianism unless we can develop a dynamic democracy capable of integrating our society. Such a democracy is more than a form of government: "it is a kind of society where the development of human personality is the aim, and cooperation the method." "Talk-democracy" and "consent-democracy" are too abstract; we must develop "do-democracy" through participation—by facing problems together.

Mr. de Huszar defines the methods of "do-democracy" as the building and using of *problem-centered groups*. Problem areas must be broken into specific problems so they can be dealt with one at a time by small groups. The method to be used is the "What-How-Who" formula. Concrete applications of the method of the problem-centered group are given in various areas: citizen participation in the community; participation in government through decentralized advisory committees; pupil planning and group activities in education; creative recreation in art and leisure; journalistic techniques of

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PAUL R. GRIM

Washington University
St. Louis

STORY OF NATIONS. By Lester B. Rogers, Fay Adams, and Walker Brown. Rev. ed. New York: Henry Holt, 1945. Pp. xxiii, 814. \$2.60.

This book is a revision of the text by the same authors first published in 1934. It presents the story of the development of man's culture from prehistoric times to the present. It is organized into twenty-two "parts," each a division of historical and geographical materials built around a nation, region, or a movement. The addition of the geographic materials and the bringing of the book down to date are the principal changes. In most cases leading nations or civilizations are the center of emphasis and the story of each is followed chronologically after the important geographical factors affecting it have been explained. About 60 per cent of the book is taken up with the period since the Renaissance. The period of world turmoil since 1914 is treated separately in the last 60 pages.

Teachers who are looking for a text that is attractive, readable, balanced, well illustrated, and filled with teaching aids will find this a usable and generally satisfactory one. There are no conspicuous errors of fact or interpretation and the treatment is fair and well balanced. The discussion of the artistic and cultural aspects of the various nations is to be commended. The authors have been careful to keep the "why" and "how" of man's story clearly in the foreground. The problems of the modern world are usually connected directly with their historic roots. They have made good use of graphic materials in illustrating the progress of nations. The vocabulary is not difficult and sentences are

short and not involved. The style in general is attractive.

The sections on the countries on the Far East, Latin America, Scandinavia, and the smaller states of Europe are well done and add strength to the text. Like some other sections, they are good outlines that need supplementing.

The weaknesses of the book are the usual ones that are found in a text that must cover so much ground and satisfy a wide market with many demands. Something had to be left out and often it was interesting and important history. For instance the development of the German Empire is treated briefly and the German Confederation is not mentioned. The authors often have treated the story of a nation in the briefest manner. The essential outline is there but the materials are thin. This does not destroy the book as a text, if a text is to be used as an outline, but if the best results are to be obtained it will have to be supplemented copiously with other materials. The authors have suggested some good materials to meet this problem but the teacher should look further for more solid materials. It would probably have been more profitable to have reduced the self-test materials and some activities and added more history.

W. FRANCIS ENGLISH

University of Missouri

WORLD GEOGRAPHY. By John Hodgdon Bradley. Boston: Ginn, 1945. Pp. vii, 486. \$2.48.

LIVING IN THE PEOPLES' WORLD. By Lawrence V. Roth and Stillman Hobbs. Chicago: Laidlaw, 1945. Pp. 704. \$2.16.

The lack of suitable textbooks has heretofore contributed greatly to the omission of instruction in human geography on the secondary school level. *World Geography* and *Living in the Peoples' World* do much to alleviate this condition. The two books differ greatly, however, in their objectives, organization, and content. *World Geography* is devoted entirely to the training of students in the techniques of thinking geographically about world problems. It is designed for a high school course in geography. In *Living in the Peoples' World*, on the other hand, geographic materials are integrated with consumer economics, and vocational guidance, following the pattern of the New York State course of study for the ninth grade. It is not a comprehensive study of the world from the geographic point of view.

The author of *World Geography* interprets human geography as "the science that searches

for the relationship between the things men do and the regions in which they do them." Each unit of the book tries to make clear one major aspect of the relationships between men and the earth. Unit II, for example, deals with man and climate; Unit III, with man and the surface of the land; Unit IV, with man and the natural resources; Unit V, with life processes of civilization (manufacture and trade, and transportation and communication); and Unit VI, with the geography of nations. This last unit is written entirely from the political geographer's point of view and includes a discussion of the British Empire, nations of the European peninsula, the Soviet Union, nations of the Far East, the South American republics, and the United States and its neighbors.

Excellent teaching aids have been included. These appear at the close of each chapter and are of four kinds. The first consists of statements wholly or partially false which the students are asked to correct. These statements require the application of geographic information to specific problems of national and international importance. They are followed by "Questions for Discussion," "Things to Do," and an annotated "Books to Read" column. *World Geography* includes innumerable original charts, diagrams, pictures, and maps, all designed to illustrate the text and to provide for further instruction in geographic thinking. The author's approach and facts are up to date; his style is fresh and vigorous. The book excels in the number, clearness, and artistry of its maps, many of which have been done by Erwin Raisz and Richard E. Harrison. The captions accompanying the charts and pictures provide for further expression of geographic relationships. Significant items are emphasized, and in many instances the pictures can be used as a basis for class discussion.

The materials presented are organized to give students an understanding (1) of the elements of the natural environment and their distribution, (2) of the principal economic activities of mankind and where these occupations are practiced, and (3) of the geopolitical relations of the important nations of the world. The author makes clear the fundamental relationships of the elements of the natural environment to man's social, economic, and political activities in a world setting.

In *Living in the Peoples' World* the economic life of man is emphasized. This text is divided into three major parts. Part I deals with the world, and consists of four units. It treats of the people and their environment, the world as a

globe, the economic resources of the world, and the development of world trade. Part II deals with the American nation and includes units dealing with consumers in a changing world, production and exchange, and government and economics. Part III deals with the individual and attempts to help him plan for the occupation for which he is best suited.

Exercises for discussion have been provided at the end of most topics. In addition, each chapter ends with study exercises and a list of interesting books to be used as supplementary reading. The study exercises include review questions and problems, lists of activities, and multiple-choice statements.

The book contains many maps, photographs, charts, and graphs. The maps, however, are not original and are not well reproduced. As a result, they are not very legible, and may be severely criticized from the geographer's point of view because they lack longitude and latitude lines, and because most of them have no scale. The source of many of the maps is not given. The charts, on the other hand, are interesting, instructive, and pictorial.

This reviewer, for one, feels that *Living in the Peoples' World* does not supply enough geographic information, or enough training in the techniques of thinking geographically to meet the present-day needs of secondary school students. Most Americans now realize that it is imperative that we know more about the rest of the world. *Living in the Peoples' World* not only fails to make clear the world patterns of the natural environment, but it also fails to develop adequately the general nature of the important nations of the world with which Americans will have to associate in the future, whether we like it or not.

Likewise, some of the geographic material included might be criticized as being out of date. Geographers no longer think in terms of climatic zones, as presented on pages 119-124. High school students no longer should be submitted to such a fictional presentation of climatic schemes. They should, on the other hand, be exposed at least to a discussion of air-masses and effects of these on climate. The discussion of the "Economic Resources of the World" in terms of products is also an outmoded method of presenting the facts of economic geography. A much more logical and meaningful method is to deal with economic activities rather than economic commodities.

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ELEMENTARY TOPOGRAPHY AND MAP READING. By Samuel L. Greitzer. New York: McGraw-Hill, 1944. Pp. vii, 157. \$1.60.

This small text will not be extensively utilized by social studies classes, nor will the average geography class find sufficient time to study it. However, the individual student or the project group which has as its interest "map-making or reading" will find it a very helpful book.

The book is in reality an elementary text for certain mathematical geographic elements. As such it does an excellent job of dealing with generally confused matters in a direct and simple manner which the average secondary school student should easily grasp. It is very adequate in its coverage in terms of its stated purpose, i.e., "a self-contained . . . non-technical" text. The many simple but effective illustrations are highly explanatory but unfortunately not indexed.

Social studies libraries can well afford this little book for those who take a more technical interest in maps or for those students who are more interested in the "know-how" of map construction and interpretation.

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ADOLESCENTS IN WARTIME. Edited by James H. S. Bossard and Eleanor S. Boll. *Annals of the American Academy of Political and Social Science*, November, 1944.

The impact of wartime living upon adolescents is well known, and much has been written on the subject. The authors represented here nevertheless make a contribution of importance. Twenty authoritative articles summarize varied aspects of the problem and add new facts and insights on every topic. The style is pointed and constructive, based on research but readable. The social and family background, wartime employment, and health and hygiene are given special attention. Representative names among the list of authors are James S. Plant, the Gruenbergs, the late Caroline B. Zachary, and Katharine F. Lenroot.

Each author injects a fresh viewpoint of the material he covers, so much so that one is tempted to quote endless fragments of comment on juvenile wage-earners, sex behavior, and parent-child relations. These alone are so stimulating as to justify the book. It is even more gratifying to discover that there are underlying unities among the many writers. In particular,

there is a recurring emphasis on the role of the culture in producing conflict in the adolescent. Adolescence is seen, not as an activity of adjusting to a situation, but as a period of trying to face a situation where full adjustment is impossible. Several authors point out that we are contradictory in our demands on the adolescents, so that they are necessarily under strain. Attention is directed to many areas where biological, psychological, economic, and social forces are in opposition. Adolescents are encouraged to work, yet parents seek to deny them the independence wage-earning normally brings. Marriage is postponed, yet they are expected to control sex impulses for years beyond the norm in other societies. A reconsideration of the role of the adolescent in the family and the economic order will be needed to remove the confusion of values now creating "adolescent problems."

This view leads to concrete suggestions, many of postwar value. One writer proposes educational specialization beginning much earlier than now, perhaps based on vocational choice before adolescence. Others note the success and possible development of part-time work experience plans. Some find in wartime problems an indication that education for parental duties has been a failure. In these proposals, adolescence appears to require more than understanding and guidance of the individual. The teacher will be impressed with the interlocking responsibility of all community agencies for making the needed social plans.

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Publications Received

Brunner, Edmund deS., Sanders, Irwin T., and Enslinger, Douglas, Eds. *Farmers of the World: The Development of Agricultural Extension*. New York: Columbia University Press, 1945. Pp. xiii, 208. \$2.50.

Department of Supervision and Curriculum Development of the National Education Association. 1945 Yearbook. *Group Planning in Education*. Washington: Department of Supervision and Curriculum Development, 1945. Pp. 153. \$2.00.

Economic, Financial and Transit Department of the League of Nations. *World Economic Survey, 1942/44*. Geneva, 1945. Distributed in the United States by International Documents Service, Columbia University Press, New York. Pp. 299. \$3.00.

Faulkner, Harold Underwood, Kepner, Tyler, and Bartlett, Hall. *The American Way of Life: A History*. Rev. ed. New York: Harper, 1945. Pp. xviii, 739.

Yang, Martin C. *A Chinese Village: Taitou, Shantung Province*. New York: Columbia University Press, 1945. Pp. vii, 275. \$3.00.